

SECURITY OFFICER TRAINEE (#68-85-70)

DATE:

INDUSTRY SECTOR: Public Services Sector

PATHWAY: Public Safety

CALPADS TITLE: Introduction to Public Safety Careers

CALPADS CODE: 5846

HOURS:

Total	Classroom	Laboratory/CC/CVE
90	46	44

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Security Guards	33-9032.00	Security Managers	11-9199.07
First-Line Supervisors of Protective Service Workers, All Other	33-1099.00	Transportation Security Screeners	33-9093.00

COURSE DESCRIPTION:

This competency-based course is designed to prepare Regional Occupational Program (ROP) students for entry-level employment as security officers. Technical instruction includes: orientation, safety policies and procedures, and employability skills. Emphasis is placed on: powers of arrest, weapons of mass destruction (WMD) and terrorism, public relations, observation and documentation, communication protocols, liability/legal aspects, transportation security officer, evacuation procedures, officer safety, arrest, search, and seizure, access control, trespass, first aid and CPR, handling difficult people, workplace violence, chemical agents, preserving the incident scene, crowd control, courtroom demeanor, parking/traffic control, and fire safety. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards

A-G APPROVAL: No

ARTICULATION: None

PREREQUISITES:

Prerequisite
Enrollment requires permission from the student's high school counselor. Students must be at least 16 years old, with at a 2.0 grade point average and a good attendance record

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Report Writing for Security Guards. Lulu.com, April 2012.
- Security Guard Training Manual: The American Security Guard. CreateSpace Independent Publishing Platform, June 2014.
- Protection, Security, and Safeguards, 2nd Edition. CRC Press, October 2012

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12				Introductory	Security Officer Trainee (#68-85-70)
10, 11, 12				Concentrator	Police Science (#68-85-80)

I.	INTRODUCTION	CR	Lab/ CC	Standards
	<p>Unit 1 Introduction</p> <p>Summary- Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal and state regulations</p> <ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Identify classroom policies and procedures. 3. List the different occupations in the Public Services Industry Sector which have an impact on the role of Security Officers. <ul style="list-style-type: none"> . Describe the role of the California Bureau of Security and Investigative Services (BSIS) in licensing security officers. 5. Describe the opportunities available for promoting gender equity and the representation of non traditional populations in the security field. 6. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing security officers. 7. Evaluate the impact of Environmental Protection Agency (EPA) legislation on the Public Service Industry Sector practices. <ul style="list-style-type: none"> . Pass the safety test with 100 accuracy 	2	1	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Communications: 2.3 Leadership and Teamwork: 9.1</p> <p>CTE Pathway: C5. , C5.5</p>
II.	POWERS OF ARREST	CR	Lab/ CC	Standards
	<p>Unit 2 Powers of Arrest</p> <p>Summary Understand the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual based on the provisions contained in the Department of Consumer Affairs'/Bureau of Security and Investigative Services Power to Arrest Training Manual.</p> <ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. arrest b. Bureau of Security and Investigative Services (BSIS) c. civil liability d. command presence e. conclusion f. criminal liability g. detainment h. detention i. excessive force h. fact i. felony j. frisk' searching k. infraction l. inspection m.lawsuit n. misdemeanor o. observation 	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Health and Safety: 6. , 6.6</p> <p>CTE Pathway: C1. , C .1, C .2, C .3</p>

<p>p. party</p> <p>q. peace officer (police)</p> <p>r. prevention</p> <p>s. private citizen</p> <p>t. private citizen arrest</p> <p>u. probable cause</p> <p>v. reasonable cause</p> <p>w. reasonable force</p> <p>x. report</p> <p>y. search</p> <p>x. security officer</p> <p>y. suspect</p> <p>z. terrorist/terrorism</p> <p>2. State the contents of the Bureau of Security and Investigative Services (BSIS) Power to Arrest Manual.</p> <p>3. State the contents of the Business and Professional Code Sections 75 3.5 and 75 3.6 regarding the course of training in the exercise of the power to arrest.</p> <p>. Describe the importance of an annual review of security officer skills.</p> <p>5. State the importance of achieving a 100 score on the security officer examination.</p> <p>6. State the responsibilities of the registered security officer.</p> <p>7. Explain the differences between a security officer and a police officer.</p> <p>. Describe how security officers should perform their job.</p> <p>9. Describe what a security officer should do if an offense occurs.</p> <p>10. Describe other duties a security officer might perform.</p> <p>11. State the relationship between the security officer and the local police.</p> <p>12. Explain the differences between facts and conclusions.</p> <p>13. List the six facts that are included in a report: Who, What, When, Where, and Why.</p> <p>1 . State the authority of a security officer to question people.</p> <p>15. State the right of the property owner to establish rules on the property.</p> <p>16. Describe the relationship between a security officer and the owner of the property</p> <p>17. Describe how a security officer should handle violations on the property.</p> <p>1 . State the role of the security officer and persons attempting to enter the property.</p> <p>19. Describe other duties a security officer might perform.</p> <p>20. Describe the basis for a security officer to make arrest decisions.</p> <p>21. Discuss the difference between an inspection and a search.</p> <p>22. Describe the role of the security officer in inspecting an employee.</p> <p>23. State the actions of the security officer if the employee refuses to cooperate with the inspection.</p>			
---	--	--	--

<p>2 .Describe the difference between the power to arrest by:</p> <p>a. a private person</p> <p>b. a security guard</p> <p>25.Explain the difference between a criminal and civil liability.</p> <p>26.Describe the acts of a security officer that could lead to criminal liability.</p> <p>27.State the responsibility of an employer for the security officer's actions.</p> <p>2 .Describe legal and other factors to consider before making an arrest.</p> <p>29.Describe the differences between the following categories of arrestable offenses:</p> <p>a. infractions</p> <p>b. misdemeanors</p> <p>c. felonies</p> <p>30.Describe common misdemeanors.</p> <p>31.Describe common felonies.</p> <p>32.Describe the legal powers of arrest according to California Penal Code Sections 3 and 37.</p> <p>33.State the person who has the authority to decide if a suspect is charged.</p> <p>3 .Describe the information in a statement that puts a suspect under arrest.</p> <p>35.State the use of reasonable force in detaining a suspect.</p> <p>36.Compare the difference between reasonable force and excessive force.</p> <p>37.Describe guilt by association.</p> <p>3 .Describe the guidelines for 'frisk' searching a suspect.</p> <p>39.State search procedures involving weapons or stolen items.</p> <p>0.State the Merchant's Privilege Rule</p> <p>State detaining and searching a suspect under the Merchant's Privilege Rule.</p> <p>2.Describe the duties of the security officer after an arrest.</p> <p>3.Describe the responsibility of the peace officer after the arrest.</p> <p>.Describe the procedures involved during and after making a misdemeanor arrest.</p> <p>5.State how each of the following contributes to professionalism:</p> <p>a. ethical behavior</p> <p>b. honesty</p> <p>c. loyalty</p> <p>d. personal appearance</p> <p>e. pride in one's work</p> <p>f. command presence</p> <p>6.Explain the importance of always following the Security Guard's Creed.</p> <p>7.Summarize the most important points in the Power to Arrest Training Manual.</p> <p>.Pass the BSIS Power to Arrest exam with 100 accuracy</p>			
--	--	--	--

III.	WEAPONS OF MASS DESTRUCTION (WMD) AND TERRORISM	CR	Lab/ CC	Standards
	<p>Unit 3 Weapons of Mass Destruction (WMD) and Terrorism</p> <p>Summary Understand the information contained in the Department of Consumer Affairs/Bureau of Security and Investigative Services Weapons of Mass Destruction & Terrorism Awareness for Security Professionals Workbook</p> <p>Define terrorism.</p> <p>2. Describe the nature and characteristics of terrorism.</p> <p>3. Explain the difference between domestic terrorism and international terrorism.</p> <p>. State the four counter terrorist techniques of physical security.</p> <p>5. List the characteristics of a terrorist.</p> <p>6. State the following:</p> <p>a. likely targets in California for terrorist activity</p> <p>b. personal definition of terrorism</p> <p>c. definition of "Weapons of Mass Destruction"</p> <p>7. State the purpose of terrorism.</p> <p>. Describe the following:</p> <p>a. likely local target for terrorist activity</p> <p>b. why that target would be chosen</p> <p>c. the effect of such an attack on Los Angeles, California, and the nation</p> <p>9. Describe means of frightening or harming large groups of people besides using bombs.</p> <p>10. Describe the requirements a terrorist group needs in order to carry out an attack</p> <p>11. Identify the role of the security officer in preventing and handling terrorist attacks.</p> <p>12. State the following:</p> <p>a. methods a terrorist might use to recruit members at a workplace</p> <p>b. objects at the workplace a terrorist might steal for money</p> <p>c. vehicle activity at the workplace that might arouse suspicion</p> <p>d. ways a terrorist might enter a workplace without being noticed</p> <p>13. Identify two key ways a terrorist organization can become viable.</p> <p>1 .Describe the following types of weapons a terrorist can use:</p> <p>a. conventional weapons</p> <p>b. chemical and biological weapons</p> <p>c. nuclear weapons</p> <p>15. State why each of the following is important to terrorists:</p> <p>a. choosing a date</p> <p>b. checking out the site</p> <p>c. transporting the weapon</p> <p>16. Define weapons of mass destruction.</p> <p>17. State the importance of B-NICE.</p> <p>1 .Define the following:</p>	2	2	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3</p> <p>CTE Anchor:</p> <p>Ethics and Legal Responsibilities:</p> <p>.1, .2, .3, . . , .5, .6, .7</p> <p>CTE Pathway:</p> <p>C1.5, C1.9, C7.7, C7.</p>

	<p>a. biological agent</p> <p>b. nuclear terrorism</p> <p>c. incendiary device</p> <p>d. chemical agent</p> <p>e. explosive</p> <p>19.Explain the advantages and disadvantages to the terrorist of:</p> <p>a. biological agent</p> <p>b. nuclear material</p> <p>c. incendiary device</p> <p>d. chemical agent</p> <p>e. explosive</p> <p>20.Define the following:</p> <p>a. Chemical, Biological, Radiological, Nuclear, Explosive weapons (CBRNE)</p> <p>b. Terrorist Liaison Officer (TLO)</p> <p>21.Describe types of activities that might arouse the security officer's suspicions.</p> <p>22.State the following security officer actions after a terrorist event has taken place:</p> <p>a. notification of authorities</p> <p>b. isolation or evacuation of persons</p> <p>c. protection of self</p> <p>23.State the role the homeland security officer plays in coordinating critical information about terrorist activities.</p> <p>24.Describe the relationship between the gathering of data and the larger intelligence effort.</p> <p>25.View and analyze the BSIS video in terrorism and WMD.</p> <p>26.Pass the student workbook exercises in the Department of Consumer Affairs'Weapons of Mass Destruction and Terrorism Awareness for Security Professionals course</p> <p>Career Ready Practice Standard 11: Employ valid and reliable research strategies</p>			
IV.	PUBLIC RELATIONS	CR	Lab/ CC	Standards
	<p>Unit - Public Relations</p> <p>Summary Understand, apply and evaluate procedures that encourage positive relations with the community and the employer</p> <p>1.Define and describe each of the following as it relates to the duties of the security officer:</p> <p>a. harassment</p> <p>b. discrimination</p> <p>c. race</p> <p>d. gender/sex</p> <p>e. religion</p>	2	2	<p>Academic: WHSST: 11-12.9</p> <p>CTE Anchor: Communications: 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C1.</p>

- f. stereotype/stereotyping
- g. attitude
- 2. Describe the influence of stereotype on attitude.
- 3. Describe how stereotyping has a positive or negative effect on:
 - a. respect for another person
 - b. the attitude toward another person
- . Compare and contrast harassment and discrimination.
- 5. List examples of:
 - a. racial and gender harassment
 - b. racial and gender discrimination
- 6. Define the following:
 - a. crisis intervention
 - b. I-message
 - c. nonjudgmental
- 7. State the importance of good verbal skills in a crisis intervention situation.
 - . Explain and demonstrate the following verbal skills used in crisis intervention:
 - a. acknowledge feelings underlying the action
 - b. use I-messages to maintain control of the situation
 - c. control voice tone, speed and volume
 - d. present nonjudgmental statements
 - e. repeat statement or question if necessary
 - f. verify that the person understands the message
- 9. Define the following
 - a. culture
 - b. ethnicity
 - c. diversity
- 10. Describe how the following are unique to a culture:
 - a. language
 - b. gesture
 - c. concept of time
 - d. concept of space
 - e. gender roles
- 11. State why cultural differences may appear threatening to an outsider.
- 12. State positive strategies to help control a situation involving people from two or more different cultures than the security officer.
- 13. Describe ways that an organization can value diversity among its employees.
- 1. Define the following:
 - a. disturbed person
 - b. mental illness
 - c. emotional problems
 - d. substance abuse

	<p>15. Identify the range of behaviors that are associated with mental illness.</p> <p>16. State a general strategy for dealing with disturbed people.</p> <p>17. Describe the physical and psychological action of the following substances:</p> <ul style="list-style-type: none"> a. alcohol b. amphetamines c. barbiturates d. hallucinogens <p>18. State a general strategy for dealing with people under the influence of substances.</p> <p>19. Define the following:</p> <ul style="list-style-type: none"> a. ethical behavior b. professionalism c. command presence <p>20. State how each of the following behavior contributes to professionalism in the eyes of the public:</p> <ul style="list-style-type: none"> a. ethical behavior b. honesty c. loyalty d. personal appearance e. pride in one's work f. command presence <p>21. Role-play proper security officer conduct in the following incidents:</p> <ul style="list-style-type: none"> a. witnessing racial harassment b. witnessing gender or sexual harassment c. interacting with a difficult person from the same culture as the security officer d. interacting with a difficult person from a different culture than the security officer e. providing assistance to a mentally disturbed person f. interacting with a substance abuser <p>22. Pass the Public Relations quiz with 100% accuracy</p> <p>Career Ready Practice Standard 5: Utilize critical thinking to make sense of problems and persevere in solving them</p>			
V.	OBSERVATION AND DOCUMENTATION	CR	Lab/ CC	Standards
	<p>Unit 5 Observation and Documentation</p> <p>Summary Understand, apply and evaluate patrol techniques and documentation of reports</p> <p>State the importance of having good English skills in:</p> <ul style="list-style-type: none"> a. reading b. writing c. listening 	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Technology: .3, .4, .5, .6</p> <p>CTE Pathway: C5.3</p>

- d. speaking
- 2. Define powers of observation.
- 3. State the importance of the following:
 - a. noticing
 - b. interpreting
 - c. recalling
 - . Describe and demonstrate memory improving skills.
- 5. Describe and demonstrate how the following senses aid in developing powers of observation:
 - a. sight
 - b. sound
 - c. smell
 - d. taste
 - e. touch
- 6. Describe facial and body characteristics and how they aid in identifying a person.
- 7. Define the following:
 - a. patrol
 - b. foot patrol
 - c. vehicular patrol
 - d. surveillance
 - . State the purpose of a patrol.
- 9. Explain the relationship between the purpose of a patrol and preparation for a patrol.
- 10. Describe the advantages and disadvantages of:
 - a. foot patrol
 - b. vehicular patrol
 - c. surveillance (non-mobile) patrol
- 11. Explain and demonstrate specific techniques for:
 - a. daylight patrol
 - b. night patrol
- 12. Identify examples of suspicious activities that can occur during the day patrol
 - b. during the night patrol
- 13. Describe the response of the security officer to suspicious activity:
 - a. during the day patrol
 - b. during the night patrol
- 1 . Identify the elements of an appropriate question.
- 15. Give examples of questions beginning with:
 - a. Who
 - b. What
 - c. When

	d. Where e. Why f. How 16. Define: a. notebook b. report c. administrative or routine report d. operational or incident report 17. Describe the purpose of a notebook. 18. Describe how to organize notes in the notebook. 19. Review the difference between fact and opinion. 20. List the type of information to enter in the notebook. 21. Describe the ways that a notebook can reflect the work and ability of a security officer. 22. Explain the reasons for preparing good reports. 23. Explain the purpose of an operational report 24. Describe the essential characteristics of a good operational report. 25. Describe report writing styles. 26. Pass the Observation and Documentation quiz with 100% accuracy			
VI.	COMMUNICATION PROTOCOLS	CR	Lab/ CC	Standards
	Unit 6 Communications and Protocols Summary Understand and apply communication protocols within the guard agency and with outside personnel 1. Explain the importance of internal and external communication. 2. Identify the situations and persons to contact in various scenarios. 3. Explain and demonstrate common protocols used to communicate with: a. the employer b. the contractor 4. List the common codes used in radio communication. 5. Explain and demonstrate a. radio protocol b. other communication devices 6. Explain and demonstrate common protocols used to contact: a. emergency personnel b. first responders c. medical personnel d. police/sheriff/highway patrol e. city services f. government services g. homeland security	2	2	Academic: LS: 11-12.1, 11-12.2 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 CTE Pathway: C5. , C5.5

	7. Pass the Communication Protocols quiz with 100 accuracy. Career Ready Practice Standard 2: Communicate clearly, effectively, and with reson			
VII.	LIABILITY/LEGAL ASPECTS	CR	Lab/ CC	Standards
	<p>Unit 7 Liability/Legal Aspects</p> <p>Summary Understand the liability and legal aspects of the security officer position</p> <p>Define the following:</p> <ol style="list-style-type: none"> liability civil liability common crime criminal liability false arrest illegal detention legal meaning of "party" law suit negligence private patrol operator security officer vicarious liability wrongful acts <p>2. Review the roles and responsibilities of a security officer.</p> <p>3. Identify the protections the U.S. Constitution and Bill of Rights offer to the individual.</p> <ol style="list-style-type: none"> Describe the operation of California's legal system. <p>5. Compare and contrast civil law and criminal law.</p> <p>6. Describe how the following wrongful acts could make a security officer criminally liable:</p> <ol style="list-style-type: none"> intimidation excessive physical force use of unauthorized deadly weapons unlawful use of defensive weapons false arrest (misdemeanor and felony) <p>7. Describe how a security officer may incur civil liability.</p> <ol style="list-style-type: none"> Identify and explain the concept of vicarious liability as it relates to the actions of the employer or contractor. <p>9. Explain the importance of the Private Security Services Act [Business and Professions Code Division 3 Chapter 11.5] to security officers.</p> <p>10. Summarize the information in the following sections of the Business and Professions Code Division 3 Chapter 11.5, Private and Security Services Article :</p> <ol style="list-style-type: none"> Section 75 3.6 security guard training requirements Section 75 3.7 security guard power of arrest training requirements 	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Communications: 2.3, 2.</p> <p>CTE Pathway: C2.5, C2.6, C2.7</p>

	<p>c. Section 75 3. issuance of a registration card to a security guard</p> <p>d. Section 75 3.5 authority to carry an exposed firearm</p> <p>e. Section 75 2.2 exemptions from the Private Security Services Act</p> <p>f. Sections 75 5.9. 75 5.1 , and 75 3.3 authority to carry and use a baton</p> <p>g. Sections 75 3.35. 75 3.36. and 75 3.37 authority to carry and use tear gas</p> <p>h. Sections 75 2.26. 75 2.27, and 75 2.2 authority to wear a uniform, badge patch, or insignia</p> <p>11. Summarize the information in the following articles of the California Code of Regulations (CCR), Title 16, Division 7:</p> <p>a. Article 6 requirements for carrying or use of firearms or simulated firearms</p> <p>b. Article 7 training in exercising the power to arrest</p> <p>12. Summarize the information in the following sections of the California Penal Code:</p> <p>a. Section 12031 carrying of loaded firearms [misdemeanor]</p> <p>b. Section 12025 carrying a weapon concealed within a vehicle or on person</p> <p>c. Section 12002 prohibition of carrying a wooden club or baton</p> <p>d. Section 12 03.5 purchase, possession, or transportation of tear gas by a private patrol operator</p> <p>13. Explain the liability for false arrest.</p> <p>1 .Pass the Liability/Legal Aspects quiz with 100 accuracy</p> <p>Career Ready Practice Standard 1: Apply appropriate technical skills and academic knowledge</p>			
VIII.	TRANSPARATION SECURITY OFFICER	CR	Lab/ CC	Standards
	<p>Unit Transportation Security Officer</p> <p>Summary Understand, apply and evaluate training to become a federal Transportation Security Officer</p> <p>1. Define the following:</p> <p>a. Department of Homeland Security (DHS)</p> <p>b. Department of Transportation (DOT)</p> <p>c. Transportation Security Agency (TSA)</p> <p>d. Transportation Security Officer (TSO)</p> <p>2. Locate and explain the major provisions in the Aviation and Transportation Security Act of 2001.</p> <p>3. Locate, state, and explain the Fourth Amendment to the U.S. Constitution.</p> <p>. Explain the relationship between the Fourth Amendment and airport screening procedures.</p> <p>5. Identify porous areas in the U.S. transportation system that might be vulnerable to WMD by terrorists.</p> <p>6. List the employment qualifications needed to become a TSO.</p> <p>7. Describe the knowledge, skills, and abilities of a TSO.</p> <p>. Describe the employment outlook for TSOs.</p> <p>9. List permitted and prohibited travel items.</p> <p>10. Explain and demonstrate the operation of the following equipment:</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3</p> <p>CTE Pathway: C2.3</p>

	<ul style="list-style-type: none"> a. magnetometer/walk-through metal detector b. hand-held metal detector/passenger screening wand c. Explosive Detection System d. Explosive Trace Detection System e. passenger and baggage x-ray technology f. two-way radio g. full body scanner h. operation of new security equipment or techniques <p>11.Explain and demonstrate the TSA procedures for screening:</p> <ul style="list-style-type: none"> a. passengers b. baggage c. cargo <p>12.Explain and demonstrate the TSA procedures for:</p> <ul style="list-style-type: none"> a. orderly and efficiently processing passengers b. processing passengers with special needs c. security breaches d. emergency situations e. securing unauthorized weapons f. identifying potentially hazardous materials <p>13.Explain and demonstrate the use of computer hardware and software to:</p> <ul style="list-style-type: none"> a. analyze information b. create documents c. report information d. identifying issues that might reveal a weakness or vulnerable area in security screening <p>14.Explain and demonstrate formal write-up procedures to:</p> <ul style="list-style-type: none"> a. recommend improvements to screening processes b. recommend improvements to prevent future security breaches or weaknesses <p>15. Explain and demonstrate how to participate in information briefings concerning security-sensitive or classified information.</p> <p>16.Pass the TSO quiz with 100% accuracy.</p> <p>Career Ready Practice Standard 11: Employ valid and reliable research strategies</p>			
IX.	EVACUATION PROCEDURES	CR	Lab/ CC	Standards
	<p>Unit 9 Evacuation Procedures</p> <p>Summary Understand and evaluate evacuation procedures</p> <p>Define the following:</p> <ul style="list-style-type: none"> a. evacuation b. act of nature 	1	1	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Health and Safety: 6.2</p> <p>CTE Pathway: C7.1, C7.2</p>

	c. power outage d. point of contact 2. Explain the role of the security officer during an evacuation. 3. Explain the importance of knowing the employer's emergency procedures. . Explain the importance of knowing building evacuation routes. 5. Describe the response of a security officer during a power outage. 6. Explain the importance of establishing points of contact after an evacuation. 7. Describe and demonstrate the general protocol for the following during an evacuation: a. stairs b. elevators c. doors . Pass the Evacuation Procedures quiz with 100 accuracy Career Ready Practice Standard 2: Communicate clearly, effectiely and with reason			
X.	OFFICER SAFETY	CR	Lab/ CC	Standards
	Unit 10 Officer Safety Summary Understand, apply and evaluate situations which compromise the safety of the security officer 1. Define the following: a. threat b. threat assessment (violence risk assessment) c. subject contact d. safety awareness e. blood borne pathogens f. environmental/hazardous materials 2. Explain how a security officer's actions might create a threatening situation. 3. Identify the different types of threats a security office might face from the following: a. humans b. animals c. acts of nature d. man-made acts . Explain how each of the five senses can help a security officer assess the nature of a threat: a. sight b. sound c. smell d. taste e. touch 5. Describe situations where contact with a subject may pose a threat to the security officer.	2	2	Academic: LS: 11-12.1 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5. Ethics and Legal Responsibilities: .1, .2, .3, . , .5, .6, .7 CTE Pathway: C2.5, C2.6, C2.7, C2.9

	<p>6. Describe and demonstrate how to diffuse different threatening situations with a subject or subjects.</p> <p>7. Describe safety strategies while patrolling:</p> <p>a. during situations of poor illumination (night)</p> <p>b. during situations of good illumination (day)</p> <p>. Describe different types of blood-borne pathogens.</p> <p>9. Cite examples of the following regarding blood-borne pathogens:</p> <p>a. dangers</p> <p>b. contact situations</p> <p>c. methods of protection</p> <p>d. treatment after contact</p> <p>10. Locate Cal-OSHA regulations regarding handling and storage of hazardous materials.</p> <p>11. Explain the protocol in reporting a chemical spill.</p> <p>12. Explain the importance of the Material Safety Data Sheet (MSDS).</p> <p>13. Describe the information in the National Fire Protection Association 70 Diamond.</p> <p>1 . Describe the information in the Department of Transportation (DOT), United Nations (UN) and North American (NA) warning placards for hazardous materials.</p> <p>15. Pass the Officer Safety quiz with 100 accuracy</p>			
XI.	ARREST, SEARCH AND SEIZURE	CR	Lab/ CC	Standards
	<p>Unit 11 Arrest, Search and Seizure</p> <p>Summary Understand and evaluate the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual.</p> <p>Review the following definitions:</p> <p>a. arrest</p> <p>b. de-escalation techniques</p> <p>c. escalation techniques</p> <p>d. felony</p> <p>e. force</p> <p>f. power to arrest</p> <p>g. use of force</p> <p>2. Define loss prevention.</p> <p>3. Review the protections the U.S. Constitution and Bill of Rights offer to the individual.</p> <p>. Compare and contrast the California Penal Code Sections 36 and 37 regarding powers of arrest.</p> <p>5. Review the impact of the power to arrest on the following parties:</p> <p>a. the subject/individual</p> <p>b. the guard</p> <p>c. the company</p> <p>6. Describe different forms of technology that aid in loss prevention.</p>	2	2	<p>Academic: LS: 11-12.2, 11-12.3</p> <p>CTE Anchor: Communications: 2.3</p> <p>CTE Pathway: C2.5</p>

	<p>7. Explain the role of the security officer in loss prevention.</p> <p>. Summarize the Merchant's Privilege Rule (California Penal Code Section 90.5 (f) and (g)) regarding detaining persons suspected of shoplifting.</p> <p>9. Describe elements of a lawful arrest.</p> <p>10. Compare and contrast felony and misdemeanor arrest policies.</p> <p>11. Describe the pursuit policy of a company or agency.</p> <p>12. Review the procedures for taking a suspect into custody.</p> <p>13. Describe the procedures for advising suspects of their constitutional rights.</p> <p>1 . Identify the following:</p> <p>a. the arresting party</p> <p>b. the party who takes custody of the suspect after a lawful arrest</p> <p>15. Explain the role of the security officer before and after a violation has been committed.</p> <p>16. Describe the responsibility the employer has for the security officer's actions.</p> <p>17. Describe and demonstrate the use of escalation and de-escalation techniques in the use of force.</p> <p>1 . Explain the use of restraint techniques and their implication.</p> <p>19. Explain and demonstrate how to handcuff a suspect.</p> <p>20. Compare and contrast deadly and non-deadly force.</p> <p>21. Review the lawful use of deadly weapons.</p> <p>22. Review the laws that address the use of excessive force.</p> <p>23. Explain how to write a report.</p> <p>2 . Describe the procedure for prosecuting a suspect.</p> <p>25. Pass the Arrest, Search and Seizure quiz with 0 accuracy</p> <p>Career Ready Practice Standard 1: Apply appropriate technical skills and academic knowledge</p>			
XII.	ACCESS CONTROL	CR	Lab/ CC	Standards
	<p>Unit 12 Access Control</p> <p>Summary Understand and evaluate the procedures used to gain or deny access to a property</p> <p>1. Define the following:</p> <p>a. access control</p> <p>b. biometric</p> <p>c. Radio Frequency Identification (RFID)</p> <p>2. Compare and contrast the following types of access control:</p> <p>a. minimum access control</p> <p>b. medium access control</p> <p>c. maximum access control</p> <p>3. Explain the following identification procedures:</p> <p>a. personnel recognition</p>	1	1	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C2.1, C2.2</p>

	b. ID system c. special passes . Identify the information that is usually found on an ID card. 5. Describe how visitors can be granted access. 6. Describe the following electronic/electrical means of controlling access: a. touch keypads b. ID card tags c. proximity cards d. biometric identification e. RFID tags f. CCTV g. timed locks 7. Describe the components of an alarm system. . Describe the following non-electronic means of controlling access: a. keys b. log books 9. Describe the strengths and weaknesses of different access control systems. 10. Describe the purpose and safety of the following screening methods: a. x-ray machines b. metal detectors c. full-body scanners d. trained animals 11. Pass the access control quiz with 0 accuracy			
XIII.	TRESPASS	CR	Lab/ CC	Standards
	Unit 13 Trespass Summary Understand and evaluate the laws relating to trespass Define the following: a. trespass/trespassing b. open land c. places of accommodation/public access d. private property e. public property f. posting of property 2. Explain the nature of and penalties for trespassing according to California law (Penal Code 602). 3. Identify the situations when a person can be arrested for entering and remaining on the following: a. open land b. private property c. public property d. places of accommodation	2	2	Academic: LS: 11-12.1 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5. CTE Pathway: C5. , C5.5, C5.6

	<p>e. places where there is public access</p> <p>. Identify and explain the circumstances that permit trespassing.</p> <p>5. Identify the situation when the use of force to prevent trespassing or to remove a trespasser is legal.</p> <p>6. Pass the Trespass quiz with 100% accuracy</p> <p>Career Ready Practice Standard 11: Employ valid and reliable research strategies</p>			
XIV.	FIRST AID AND CPR	CR	Lab/CC	Standards
	<p>Unit 1 First Aid and CPR</p> <p>Summary Understand and apply first aid and CPR procedures</p> <p>1. Define the following:</p> <p>a. Automated External Defibrillator (AED)</p> <p>b. burn</p> <p>c. Cardio-Pulmonary Resuscitation (CPR)</p> <p>d. Good Samaritan law</p> <p>e. shock</p> <p>f. stroke</p> <p>2. Describe how the Good Samaritan law applies to security officers.</p> <p>3. Describe the major areas of the body.</p> <p>. Define and identify the signs, symptoms, and emergency treatment procedures for the following:</p> <p>a. musculoskeletal injuries</p> <p>b. soft tissue injuries</p> <p>c. head injuries</p> <p>d. spine injuries</p> <p>e. chest injuries</p> <p>f. abdominal injuries</p> <p>g. pelvic injuries</p> <p>h. poison emergencies</p> <p>i. heat emergencies</p> <p>j. cold emergencies</p> <p>k. chest wound</p> <p>l. lower extremities and abdominal wounds</p> <p>m. head wounds</p> <p>n. burns</p> <p>o. shock</p> <p>p. stroke</p> <p>5. Describe the components of a cardiopulmonary resuscitation (CPR) course.</p> <p>6. Explain and demonstrate the proper use of the Automatic External Defibrillator (AED).</p> <p>7. Pass a CPR test as offered by a nationally recognized governing body:</p>	5	5	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>CTE Pathway: C1.1, C1.5</p>

	American Red Cross, American Heart Association (AHA). Career Ready Practice Standard			
XV.	HANDLING DIFFICULT PEOPLE	CR	Lab/ CC	Standards
	<p>Unit 15 Handling Difficult People</p> <p>Summary Understand, apply, and evaluate different strategies used to handle difficult people.</p> <p>1. Review the definitions of the following:</p> <ul style="list-style-type: none"> a. crisis intervention b. I-message c. nonjudgmental <p>2. Review why it is important to have good verbal skills in a crisis intervention situation.</p> <p>3. Review and demonstrate the following verbal skills used in crisis intervention:</p> <ul style="list-style-type: none"> a. acknowledge feelings underlying the action b. use I-messages to maintain control of the situation c. control voice tone, speed and volume d. present nonjudgmental statements e. repeat statement or question if necessary f. verify that the person understands the message <p>. Review each of the following as it relates to the duties of the security officer:</p> <ul style="list-style-type: none"> a. harassment b. discrimination c. race d. gender e. stereotype/stereotyping f. attitude <p>5. Describe the influence of stereotype on attitude.</p> <p>6. Describe how stereotyping has a positive or negative effect on:</p> <ul style="list-style-type: none"> a. respect for another person b. the attitude toward another person <p>7. Compare and contrast harassment and discrimination.</p> <p>. List examples of:</p> <ul style="list-style-type: none"> a. racial and gender harassment b. racial and gender discrimination <p>9. Review the definitions of the following:</p> <ul style="list-style-type: none"> a. culture b. ethnicity c. diversity <p>10. Review how the following are unique to a culture</p> <ul style="list-style-type: none"> language b. gesture 	2	2	<p>Academic: LS: 11-12.1 WHSST: 11-12.9</p> <p>CTE Anchor: Communications: 2.3</p> <p>CTE Pathway: C2.7, C2.9</p>

	c. concept of time d. concept of space e. gender roles 11.Explain why cultural differences may appear threatening to an outsider. 12.Identify positive strategies to help control a situation involving people from: a. the same culture b. two or more different cultures 13.Describe a general strategy for dealing with disturbed people. 1 .Describe a general strategy for dealing with people under the influence of substances. 15.Role-play proper conduct in the following incidents: a. witnessing racial or gender harassment b. interacting with a difficult person from the same culture as the security officer c. interacting with a difficult person from a different culture than the security officer d. providing assistance to a mentally disturbed person e. interacting with a substance abuser 16.Pass the Handling Difficult People Quiz with 100 accuracy. Career Ready Practice Standard : Model integrity, ethical leadership, and effective management			
XVI.	WORKPLACE VIOLENCE	CR	Lab/ CC	Standards
	Unit 16 Workplace Violence Summary Understand and evaluate different strategies used to recognize, remedy, and report work place violence incidents 1.Define the following: a. anger management b. employee diversity c. sexual harassment d. workplace violence e. workplace violence spectrum f. workplace violence types 2. List the different levels on the workplace violence spectrum. 3. List the different types of workplace violence. . Cite the legal basis for an employer to prevent workplace violence. 5. Identify and explain the warning signs of behavior that can lead to the following types of workplace violence: a. worker-to-worker b. client-to-customer c. supervisor-to-subordinate 6.Describe how sexual harassment can be a form of workplace violence.	2	2	Academic: LS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.5 CTE Pathway: C7.9

	<p>7. Identify and explain the benefits of an anger management program in reducing workplace violence.</p> <p>. Review ways that an organization can value diversity among its employees.</p> <p>9. Describe how valuing diversity can help reduce workplace violence.</p> <p>10. Review personal security measures for the following parties during an episode of workplace violence:</p> <p>a. the security officer</p> <p>b. the persons involved</p> <p>11. List the contents of a report that documents an incident involving workplace violence.</p> <p>12. Complete a report of an incident involving workplace violence.</p> <p>13. Pass the Workplace Violence quiz with 100 accuracy</p> <p>Career Ready Practice Standard : Apply technology to enhance productivity</p>			
XVII.	CHEMICAL AGENTS	CR	Lab/ CC	Standards
	<p>Unit 17 Chemical Agents</p> <p>Summary Understand and evaluate the legality and effects of different chemical agents used by security officers</p> <p>Define the following:</p> <p>a. air-borne chemical agents</p> <p>b. pepper spray</p> <p>c. tear gas</p> <p>d. water-borne chemical agents</p> <p>2. List common air-borne and water-borne chemical agents.</p> <p>3. Compare and contrast air-borne and water-borne chemical agents.</p> <p>. Identify and explain the effects of:</p> <p>a. pepper spray</p> <p>b. tear gas</p> <p>5. Review the information in the Business and Professions Code Division 3 Chapter 11.5, Private and Security Services Article , Sections 75 3.35. 75 3.36. and 75 3.37 authority to carry and use tear gas.</p> <p>6. Review the information in the California Penal Code, Section 12 03.5 purchase, possession, or transportation of tear gas by a private patrol operator.</p> <p>7. Identify the situations when using pepper spray is legal.</p> <p>. Identify and explain the penalties for misuse of tear gas and pepper spray.</p> <p>9. Describe the situations in which a security officer would use a chemical agent on a suspect</p> <p>Career Ready Practice Standard 1: Apply appropriate technical skills and academic knowledge</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5. Health and Safety: 6.3, 6.</p> <p>CTE Pathway: C2.9</p>
XVIII.	PRESERVING THE INCIDENT SCENE	CR	Lab/ CC	Standards

<p>Unit 1 Preparing the Incident Scene</p> <p>Summary Understand and apply the procedures in preserving an incident scene</p> <p>1. Define the following:</p> <ul style="list-style-type: none"> a. blood spatter b. casts and impressions c. edged instrument d. evidence e. evidence tampering f. fibers and textiles g. incident h. incident scene i. pollen and spores j. securing a scene <p>2. Identify the ultimate objective in securing an incident scene.</p> <p>3. Describe how the following may be considered evidence:</p> <ul style="list-style-type: none"> a. hair b. blood c. blood spatter d. casts and impressions e. edged instruments f. fibers and textiles g. fingerprints h. firearms i. glass j. hair k. pollen and spores l. soil m. tools <p>3. Describe how to care and preserve evidence.</p> <ul style="list-style-type: none"> . Describe how evidence can be transferred, lost, or contaminated. <p>5. Describe the ways to secure the incident scene:</p> <ul style="list-style-type: none"> a. with people at the scene b. with people outside the scene <p>7. Describe the results of not protecting evidence at an incident scene.</p> <ul style="list-style-type: none"> . Identify the legal issues regarding evidence tampering and/or removal. <p>9. Explain and demonstrate how the following steps aid in identifying witnesses to the scene:</p> <ul style="list-style-type: none"> a. control of individuals b. separation of individuals c. questioning of individuals 	2	2	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3 WHSST: 11-12.9</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C7.1, C7.3, C7. , C7.9, C7.10</p>
--	---	---	--

	10.Pass the preserving the incident scene quiz with 100 accuracy Career Ready Practice STandard 5: Utilize critical thinking to make sense of problems and persevere in solving them			
XIX.	CROWD CONTROL	CR	Lab/ CC	Standards
	Unit 19 Crowd Control Summary Understand, apply, and evaluate different strategies used to control crowds Define the following: a. acquisitive crowd b. boisterous celebration c. civil disobedience/disturbance d. counter-demonstrators e. crowd f. demonstration g. dispute h. expressive crowd i. hostile crowd j. labor action k. labor contract l. labor dispute m. mob n. organized bargaining unit (labor union) o. National Labor Relations Act p. riot q. picketing r. sightseer crowd s. spectator crowd t. strike u. workplace stoppage 2. Locate in the U.S. Constitution and Bill of Rights the provisions for peaceful assembly and freedom of speech. 3. Explain the following California Penal Code (PC) sections that refer to demonstrations: a. Section 03 disturbance of public meeting b. Section 0 Riot c. Section 0 .6 Incitement to riot d. Sections 07 and 0 Unlawful assembly e. Section 09 Failure to disperse f. Section 15 Disturbing the peace g. Section 16 Assembly for purpose of disturbing the peace h. Section 59 Damage to property	2	2	Academic: LS: 11-12.1, 11-12.2, 11-12.3 CTE Anchor: Communications: 2.5 CTE Pathway: C7.9

- i. Section 602 Trespass
- j. Section 6 7c Obstructing streets or sidewalks
 - . Compare and contrast the characteristics of the following:
 - a. crowd
 - b. hostile crowd
 - c. mob
- 5. Explain how the following psychological factors can cause a crowd to become disorderly:
 - feeling of security
 - b. influence of a dominant person
 - c. novelty
 - d. loss of identity
 - e. release of emotions
- 6. Identify the responsibility of security officers regarding the protection of:
 - a. peaceful demonstrators
 - b. counter-demonstrators
 - c. the general public
- 7. Explain and demonstrate how the following verbal skills can help confront conflicts constructively:
 - a. acknowledge feelings underlying the action
 - b. use I-messages to maintain control of the situation
 - c. control voice tone, speed and volume
 - d. present nonjudgmental statements
 - e. repeat statement or question if necessary
 - f. verify that the person understands the message
- . Describe how the following actions can help to control a hostile crowd:
 - a. removing or isolating individuals participating in the incidents
 - b. splitting the crowd into smaller groups
 - c. removing the leaders of the crowd
 - d. diverting the attention of the crowd
 - e. making random arrests
 - f. using a recognized community leader for support
 - g. providing an escape route
- 9. Describe how the following are important in preparing a crowd control plan:
 - a. emphasizing command presence of the security officers
 - b. determining when and whom to call for assistance
 - c. informing crowd of specific violations
 - d. allowing crowd to disperse safely
- 10. Review the protections under the U.S. Constitution for labor disputes, labor actions and work stoppages.
- 11. Identify the purpose of an organized bargaining unit (labor union).
- 12. Describe the actions that may take place if the employer and the union may

	<p>not be able to reach a contract.</p> <p>13.Explain how California PC sections for demonstrators may apply to labor disputes, labor actions and work stoppages.</p> <p>1 .Explain the reasons why an employer may hire a security officer in case of a labor dispute, labor action or work stoppage.</p> <p>15.Identify the expectations an employer may have of the behavior of the security officer in a labor dispute, labor action or work stoppage.</p> <p>16.Explain the importance of doing research into recent relations the employer may have had with labor.</p> <p>17.Identify the lawful and unlawful acts that may occur on a picket line.</p> <p>1 .Describe the National Labor Relations Act regarding picketing.</p> <p>19.Describe the California PC Section 12590, Article 5 Picketing.</p> <p>20.Describe the general duties of a security officer during a labor dispute, labor action or work stoppage.</p> <p>21.Describe the gate patrol duties of a security officer during a labor dispute, labor action or work stoppage.</p> <p>22.Describe the perimeter duties of a security officer during a labor dispute, labor action or work stoppage.</p> <p>23.Pass the Crowd Control quiz with 100 accuracy</p>			
XX.	COURTROOM DEMEANOR	CR	Lab/ CC	Standards
	<p>Unit 20 Courtroom Demeanor</p> <p>Summary Understand and evaluate the behavior of the security officer in the courtroom</p> <p>Define the following:</p> <ul style="list-style-type: none"> a. accuser b. attorney c. bailiff d. contempt of court e. court f. defense attorney g. exhibits h. impartiality i. judge j. pretrial testimony k. prosecuting attorney l. subpoena m. testimony <p>2. Explain and demonstrate the importance of the following in creating a professional appearance:</p> <ul style="list-style-type: none"> a. attire b. personal grooming c. posture and body language 	1	1	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12. , 11-12.5, 11-12.6</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C7.9, C7.10</p>

	<p>3. Explain the importance of pretrial testimony.</p> <p>. Explain why the following represents professional behavior in the court:</p> <p>a. maintaining impartiality towards defense and prosecuting attorneys</p> <p>b. using correct forms of address</p> <p>c. showing respect to all courtroom officials</p> <p>d. speaking to the jury only when testifying</p> <p>e. preparing diagrams in advance</p> <p>f. rehearsing testimony in advance</p> <p>5. Explain the importance of the following when testifying as a witness:</p> <p>a. honesty</p> <p>b. brevity</p> <p>c. clarity</p> <p>d. objectivity</p> <p>e. emotional control</p> <p>6. Describe tactics that defense attorneys often use.</p> <p>7. Explain and demonstrate professional behavior in simulated courtroom situations.</p> <p>. Pass the Courtroom Demeanor quiz with 100 accuracy.</p> <p>Career Ready Practice Standard 2: Communicate clearly, effectively, and with reason</p>			
XXI.	PARKING/TRAFFIC CONTROL	CR	Lab/ CC	Standards
	<p>Unit 21 Parking/Traffic Control</p> <p>Summary Understand and evaluate different strategies used in parking and traffic control.</p> <p>1. Define the following:</p> <p>a. hand signals</p> <p>b. intersection</p> <p>c. traffic</p> <p>d. traffic control</p> <p>e. traffic flow</p> <p>2. Identify the goals of traffic control.</p> <p>3. Identify the sections of the California Vehicle Code that permit traffic control by security officers.</p> <p>. Explain the nature of traffic flow.</p> <p>5. Explain the importance of controlling the intersection.</p> <p>6. Describe the proper clothing for traffic duty.</p> <p>7. List the types of traffic control equipment that a security officer would use.</p> <p>. Explain and demonstrate the proper stance in traffic control.</p> <p>9. Explain and demonstrate the following traffic control techniques:</p> <p>a. hand signals</p> <p>b. whistle signals</p>	1	1	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Technology: .3,</p> <p>CTE Pathway: C3. , C7.9</p>

	c. traffic flow patterns d. pedestrian protection e. turning vehicle assistance 10. Identify the sections of the California Vehicle Code that authorize parking control by security officers. 11. Explain the following: a. significance of different pavement markings b. goals of parking lot security c. elements of a secured parking lot 12. Pass the Parking/Traffic control quiz with 100 accuracy.			
XXII.	FIRE SAFETY	CR	Lab/ CC	Standards
	Unit 22 Fire Safety Summary Understand and evaluate the basic strategies in fire safety Define the following: a. fire chemistry b. fire hazards c. fire safety d. fire suppression e. fire suppression safety f. portable fire extinguishers g. teamwork h. wet standpipes 2. Identify the elements a fire needs to exist. 3. List and describe the four classes of fires. . Describe how the following types of workplace hazards can cause fires: a. electrical b. natural gas c. flammable or combustible liquids 5. Explain the importance of teamwork in fire suppression. 6. List the information the security officer needs in order to suppress a fire. 7. Explain how the following checklist helps to evaluate a decision to fight a fire: a. gather facts b. assess and communicate the damage c. consider the probabilities of what might happen d. assess the security officer's situation e. establish priorities f. make decisions g. develop plans of action h. take action i. evaluate progress	2	2	Academic: LS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.3, 2. , 2.5 CTE Pathway: C7.9

. Describe the following firefighting resources:

- portable fire extinguishers
- interior wet standpipes

9. Describe the contents of a fire extinguisher label.

10. Identify the four types of fire extinguishers in terms of:

- fire type
- extinguishing agent
- extinguishing method

11. Compare and contrast the characteristics of water and dry chemical extinguishers

12. Explain the importance of the knowing the following information before extinguishing a fire:

- quick and safe escape from the area
- right type and size of extinguisher
- presence of hazardous materials and falling debris

13. Explain the importance of P.A.S.S. in operating a fire extinguisher.

1. Explain the importance of the following in fire suppression:

- having proper safety equipment
- working with a buddy
- having a backup team
- having two ways to exit the fire area
- feeling closed doors with the back of the hand
- confining the fire
- staying low to the ground
- maintaining a safe distance
- overhauling the fire
- avoiding smoke-filled areas

15. Describe the characteristics of hazardous materials.

16. Review the information in the following signs that identify hazardous materials:

- NFPA 70 Diamond
- DOT Warning Placard
- UN Placarding System
- NA Numbering System

16. Explain and demonstrate the following:

- fire safety procedures for a burning building or container with a hazardous materials sign outside
- communication procedures for fire extinguisher team members with each other
- fire extinguisher procedures with a team member

17. Pass the Fire Safety quiz with 100 accuracy

Career Ready Practice Standard 1: Apply appropriate technical skills and academic knowledge

XXIII.	EMPLOYABILITY SKILLS	CR	Lab/ CC	Standards
	<p>Unit 23 Employability Skills</p> <p>Summary Analyze and apply the skills, knowledge, and attitudes needed to locate, obtain, and maintain employment in security services.</p> <p>1. Summarize employer requirements for the following:</p> <p>punctuality</p> <p>attendance</p> <p>attitude toward work quality of work teamwork timeliness</p> <p>communication skills</p> <p>computer skills and software applications</p> <p>2. Identify potential employers through traditional and internet sources</p> <p>3. Describe the role of electronic social networking in job search.</p> <p>. Design sample r sum s and cover letters.</p> <p>5. State the importance of filling out a job application legibly, with accurate and complete information.</p> <p>6. Complete sample job application forms correctly.</p> <p>7. State the importance of enthusiasm on a job.</p> <p>. State the importance of appropriate appearance on a job.</p> <p>9. State the importance of the continuous upgrading of job skills.</p> <p>10. Identify the informational materials and resources needed to be successful in an interview.</p> <p>11. Demonstrate appropriate interviewing techniques.</p> <p>12. Design sample follow-up letters.</p> <p>13. Demonstrate appropriate follow-up procedures.</p> <p>1 . Describe a variety of company policies regarding the application process, interviewing requirements, and hiring procedures.</p> <p>Career Ready Practice Standard 7: Act as a responsible citizen in the workplace and the community</p>	3	2	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.3, 3. , 3.5, 3.6, 3.7, 3.</p> <p>CTE Pathway: C2.9</p>

Entered by:

District: Los Angeles Unified School District ROP/Career Technical Education
Contact: Robert LeBlanc, Specialist
Phone: 213-7 5-3 12
Email: robert.leblanc lausd.net

Course Outline

Public Services

REVISED: July/2014

Course Description:

This competency-based course is designed to prepare students for entry-level employment as security officers. Technical instruction includes: orientation, safety policies and procedures, and employability skills. Emphasis is placed on: powers of arrest, weapons of mass destruction (WMD) and terrorism, public relations, observation and documentation, communication protocols, liability/legal aspects, transportation security officer, evacuation procedures, officer safety, arrest, search, and seizure, access control, trespass, first aid and CPR, handling difficult people, workplace violence, chemical agents, preserving the incident scene, crowd control, courtroom demeanor, parking/traffic control, and fire safety. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Job Title: Security Guard

Career Pathway: Public Safety

Industry Sector: Public Services

O*NET-SOC CODE: 33-9032.00

CBEDS Title: Introduction to Public Safety Careers

CBEDS No.: 5846

78-85-70

Security Officer Trainee

Credits: 5

Hours: 90

Prerequisites:

Concurrent high school students must be at least 16 years old, with at a 2.0 grade point average and a good attendance record.

NOTE: Students must be at least 18 years old to receive a guard card. For Perkins purposes this course has been designated as a **concentrator/capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components	Location
---------------------------	----------

GOALS AND PURPOSES	Cover
--------------------	-------

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES	pp. 7-27
--	----------

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS ***(continued)***

Course Outline Components	Location
INSTRUCTIONAL STRATEGIES	p. 29
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	pp. 29-30
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

Thanks to LEE POWELL, and FRED PRINZ for developing and editing this curriculum. Acknowledgment is also given to DARLENE NEILSEN for editing this course outline, and to ERICA ROSARIO for designing the original artwork for the course covers. Thanks to ISABEL VÁZQUEZ for the leadership she provided in implementing course sequences.

JUDY DE LA TORRE
Specialist
Career Technical Education

APPROVED:

DONNA BRASHEAR
Executive Director
Division of Adult and Career Education

Public Services
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Public Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.

***Public Services
Pathway Standards***

A. Public Safety Pathway

The Public Safety pathway prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public safety organizations, their connections with federal and state intelligence and security agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for the pathway. The careers included in this pathway primarily address law enforcement services, homeland and cyber security services, and correctional services.

Sample occupations associated with this pathway:

- ◆ Animal Control Worker
- ◆ Correctional Officer/Probation Officer
- ◆ Law Enforcement Officer
- ◆ Loss Prevention Specialist
- ◆ Military Service

- A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.
- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
- A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).
- A7.0 Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.
- A8.0 Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).
- A9.0 Demonstrate an understanding of the functions of the U.S. Foreign Service.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Security Officer Trainee Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal and state regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Identify classroom policies and procedures. 4. List the different occupations in the Public Services Industry Sector which have an impact on the role of Security Officers. 5. Describe the role of the California Bureau of Security and Investigative Services (BSIS) in licensing security officers. 6. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the security field. 7. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing security officers. 8. Evaluate the impact of Environmental Protection Agency (EPA) legislation on the Public Service Industry Sector practices. 9. Pass the safety test with 100% accuracy.
<p>B. POWERS OF ARREST</p> <p>Understand the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual based on the provisions contained in the Department of Consumer Affairs'/Bureau of Security and Investigative Services Power to Arrest Training Manual.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. arrest b. Bureau of Security and Investigative Services (BSIS) c. civil liability d. command presence e. conclusion f. criminal liability g. detainment h. detention i. excessive force h. fact i. felony j. 'frisk' searching k. infraction l. inspection m. law suit n. misdemeanor o. observation p. party q. peace officer (police) r. prevention s. private citizen t. private citizen arrest u. probable cause reasonable cause

- v. reasonable force
 - w. report
 - x. search
 - x. security officer
 - y. suspect
 - z. terrorist/terrorism
2. State the contents of the Bureau of Security and Investigative Services (BSIS) Power to Arrest Manual.
 3. State the contents of the Business and Professional Code Sections 7583.5 and 7583.6 regarding the course of training in the exercise of the power to arrest.
 4. Describe the importance of an annual review of security officer skills.
 5. State the importance of achieving a 100% score on the security officer examination.
 6. State the responsibilities of the registered security officer.
 7. Explain the differences between a security officer and a police officer.
 8. Describe how security officers should perform their job.
 9. Describe what a security officer should do if an offense occurs.
 10. Describe other duties a security officer might perform.
 11. State the relationship between the security officer and the local police.
 12. Explain the differences between facts and conclusions.
 13. List the six facts that are included in a report.
 14. State the authority of a security officer to question people.
 15. State the right of the property owner to establish rules on the property.
 16. Describe the relationship between a security officer and the owner of the property.
 17. Describe how a security officer should handle violations on the property.
 18. State the role of the security officer and persons attempting to enter the property.
 19. Describe other duties a security officer might perform.
 20. Describe the basis for a security officer to make arrest decisions.
 21. Discuss the difference between an inspection and a search.
 22. Describe the role of the security officer in inspecting an employee.
 23. State the actions of the security officer if the employee refuses to cooperate with the inspection.
 24. Describe the difference between the power to arrest by:
 - a. a private person
 - b. a security guard
 25. Explain the difference between a criminal and civil liability.
 26. Describe the acts of a security officer that could lead to criminal liability.
 27. State the responsibility of an employer for the security officer's actions.
 28. Describe legal and other factors to consider before making an arrest.
 29. Describe the differences between the following categories of arrestable offenses:
 - a. infractions
 - b. misdemeanors
 - c. felonies
 30. Describe common misdemeanors.
 31. Describe common felonies.
 32. Describe the legal powers of arrest according to California Penal Code Sections 834 and 837.
 33. State the person who has the authority to decide if a suspect is guilty.
 34. Describe the information in a statement that puts a suspect under arrest.
 35. State the use of reasonable force in detaining a suspect.

(4 hours)	<ol style="list-style-type: none"> 36. Compare the difference between reasonable force and excessive force. 37. Describe guilt by association. 38. Describe the guideline for touching or searching a suspect. 39. Describe the guidelines for 'frisk' searching a suspect. 40. State search procedures involving weapons or stolen items. 41. State the Merchant's Privilege Rule. 42. State detaining and searching a suspect under the Merchant's Privilege Rule. 43. Describe the duties of the security officer after an arrest. 44. Describe the responsibility of the peace officer after the arrest. 45. Describe the procedures involved during and after making a misdemeanor arrest. 46. Define terrorism. 47. Describe the nature and characteristics of terrorism. 48. Explain the difference between domestic terrorism and international terrorism. 49. State the four counter-terrorist techniques of physical security. 50. List the characteristics of a terrorist. 51. State how each of the following contributes to professionalism: <ol style="list-style-type: none"> a. ethical behavior b. honesty c. loyalty d. personal appearance e. pride in one's work f. command presence 52. Explain the importance of always following the Security Guard's Creed. 53. Summarize the most important points in the Power to Arrest Training Manual. 54. Pass the BSIS Power to Arrest exam with 100% accuracy.
<p>C. WEAPONS OF MASS DESTRUCTION (WMD) AND TERRORISM</p> <p>Understand the information contained in the Department of Consumer Affairs'/Bureau of Security and Investigative Services Weapons of Mass Destruction & Terrorism Awareness for Security Professionals Workbook.</p>	<ol style="list-style-type: none"> 1. State the following: <ol style="list-style-type: none"> a. likely targets in California for terrorist activity b. personal definition of terrorism c. definition of "Weapons of Mass Destruction" 2. State the purpose of terrorism. 3. Describe the following: <ol style="list-style-type: none"> a. likely local target for terrorist activity b. why that target would be chosen c. the effect of such an attack on Los Angeles, California, and the nation 4. Describe means of frightening or harming large groups of people besides using bombs. 5. Describe the requirements a terrorist group needs in order to carry out an attack. 6. Identify the role of the security officer in preventing and handling terrorist attacks. 7. State the following: <ol style="list-style-type: none"> a. methods a terrorist might use to recruit members at a worksite b. objects at the workplace a terrorist might steal for money c. vehicle activity at the workplace that might arouse suspicion d. ways a terrorist might enter a workplace without being noticed 8. Define terrorism. 9. Identify two key ways a terrorist organization can become viable.

(4 hours)	<ol style="list-style-type: none"> 10. Describe the following types of weapons a terrorist can use: <ol style="list-style-type: none"> a. conventional weapons b. chemical and biological weapons c. nuclear weapons 11. State why each of the following is important to terrorists: <ol style="list-style-type: none"> a. choosing a date b. checking out the site c. transporting the weapon 12. Define weapons of mass destruction. 13. State the importance of B-NICE. 14. Define the following: <ol style="list-style-type: none"> a. biological agent b. nuclear terrorism c. incendiary device d. chemical agent e. explosive 15. Explain the advantages and disadvantages to the terrorist of: <ol style="list-style-type: none"> a. biological agent b. nuclear material c. incendiary device d. chemical agent e. explosive 16. Define the following: <ol style="list-style-type: none"> a. Chemical, Biological, Radiological, Nuclear, Explosive weapons (CBRNE) b. Terrorist Liaison Officer (TLO) 17. Describe types of activities that might arouse the security officer's suspicions. 18. State the following security officer actions after a terrorist event has taken place: <ol style="list-style-type: none"> a. notification of authorities b. isolation or evacuation of persons c. protection of self 19. State the role the homeland security officer plays in coordinating critical information about terrorist activities. 20. Describe the relationship between the gathering of data and the larger intelligence effort. 21. Pass the student workbook exercises in the Department of Consumer Affairs' Weapons of Mass Destruction and Terrorism Awareness for Security Professionals course.
<p>D. PUBLIC RELATIONS</p> <p>Understand, apply, and evaluate procedures that encourage positive relations with the community and the employer.</p>	<ol style="list-style-type: none"> 1. Define and describe each of the following as it relates to the duties of the security guard: <ol style="list-style-type: none"> a. harassment b. discrimination c. race d. gender/sex e. religion f. stereotype/stereotyping g. attitude 2. Describe the influence of stereotype on attitude. 3. Describe how stereotyping has a positive or negative effect on: <ol style="list-style-type: none"> a. respect for another person b. the attitude toward another person 4. Explain the difference between harassment and discrimination.

5. List examples of:
 - a. racial and gender harassment
 - b. racial and gender discrimination
6. Define the following:
 - a. crisis intervention
 - b. I-message
 - c. nonjudgmental
7. State why it is important to have good verbal skills in a crisis intervention situation.
8. Describe and demonstrate the following verbal skills used in crisis intervention:
 - a. acknowledge feelings underlying the action
 - b. use I-messages to maintain control of the situation
 - c. control voice tone, speed and volume
 - d. present nonjudgmental statements
 - e. repeat statement or question if necessary
 - f. verify that the person understands the message
9. Define the following:
 - a. culture
 - b. ethnicity
 - c. diversity
10. Describe how the following are unique to a culture:
 - a. language
 - b. gesture
 - c. concept of time
 - d. concept of space
 - e. gender roles
11. State why cultural differences may appear threatening to an outsider.
12. Identify positive strategies to help control a situation involving people from two or more different cultures than the security officer.
13. Describe ways that an organization can value diversity among its employees.
14. Define the following:
 - a. disturbed person
 - b. mental illness
 - c. emotional problems
 - d. substance abuse
15. Identify the range of behaviors that are associated with mental illness.
16. State a general strategy for dealing with disturbed people.
17. Describe the physical and psychological action of the following substances:
 - a. alcohol
 - b. amphetamines
 - c. barbiturates
 - d. hallucinogens
18. State a general strategy for dealing with people under the influence of substances.
19. Define the following:
 - a. ethical behavior
 - b. professionalism
 - c. command presence

(4 hours)	<ol style="list-style-type: none"> 20. State how each of the following behavior contributes to professionalism in the eyes of the public: <ol style="list-style-type: none"> a. ethical behavior b. honesty c. loyalty d. personal appearance e. pride in one's work f. command presence 21. Role-play proper security officer conduct in the following incidents: <ol style="list-style-type: none"> a. witnessing racial harassment b. witnessing gender or sexual harassment c. interacting with a difficult person from the same culture as the security officer d. interacting with a difficult person from a different culture than the security officer e. providing assistance to a mentally disturbed person f. interacting with a substance abuser 22. Pass the Public Relations quiz with 100% accuracy.
<p>E. OBSERVATION AND DOCUMENTATION</p> <p>Understand, apply, and evaluate patrol techniques and documentation of reports.</p>	<ol style="list-style-type: none"> 1. State the importance of having good English skills in: <ol style="list-style-type: none"> a. reading b. writing c. listening and speaking 2. Define powers of observation. 3. State the importance of the following: <ol style="list-style-type: none"> a. noticing b. Interpreting c. recalling 4. Describe and demonstrate memory improving skills. 5. Describe and demonstrate how the following senses aid in developing powers of observation: <ol style="list-style-type: none"> a. sight b. sound c. smell d. taste e. touch 6. Describe facial and body characteristics and how they aid in identifying a person. 7. Define the following: <ol style="list-style-type: none"> a. patrol b. foot patrol c. vehicular patrol d. surveillance 8. State the purpose of a patrol. 9. State the relationship between the purpose of a patrol and preparation for a patrol. 10. Describe the advantages and disadvantages of: <ol style="list-style-type: none"> a. foot patrol b. vehicular patrol c. surveillance (non-mobile) patrol 11. State specific techniques for: <ol style="list-style-type: none"> a. daylight patrol b. night patrol

<p>(4 hours)</p>	<ol style="list-style-type: none"> 12. Describe examples of suspicious activities that can occur: <ol style="list-style-type: none"> a. during the day patrol b. during the night patrol 13. Describe the response of the security guard to suspicious activity: <ol style="list-style-type: none"> a. during the day patrol b. during the night patrol 14. State what an appropriate question is. 15. Give examples of questions beginning with: <ol style="list-style-type: none"> a. Who? b. What? c. When? d. Where? e. Why? f. How? 16. Define: <ol style="list-style-type: none"> a. notebook b. report c. administrative or routine report d. operational or incident report 17. Describe the purpose of a notebook. 18. Describe how to organize notes in the notebook. 19. Review the difference between fact and opinion. 20. List the type of information to enter in the notebook. 21. Describe the ways that a notebook can reflect the work and ability of a security officer. 22. State the reasons for preparing good reports. 23. State the purpose of an operational report. 24. Describe the essential characteristics of a good operational report. 25. Describe report writing styles. 26. Pass the Observation and Documentation quiz with 100% accuracy.
<p>F. COMMUNICATION PROTOCOLS</p> <p>Understand and apply communication protocols within the guard agency and with outside personnel.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. State the importance of internal and external communication. 2. State when and whom to contact in various situations. 3. Describe and demonstrate common protocols used to communicate with: <ol style="list-style-type: none"> a. the employer b. the contractor 4. List the common codes used in radio communication. 5. Describe and demonstrate radio protocol. 6. Describe and demonstrate the use of other communication devices. 7. Describe and demonstrate common protocols used to contact: <ol style="list-style-type: none"> a. emergency personnel b. first responders c. medical personnel d. police/sheriff/highway patrol e. city services f. government services g. homeland security 8. Pass the Communication Protocols quiz with 100% accuracy.

G. LIABILITY/LEGAL ASPECTS

Understand the liability and legal aspects of the security officer position.

1. Define the following:
 - a. liability
 - b. civil liability
 - c. common crime
 - d. criminal liability
 - e. false arrest
 - f. illegal detention
 - g. legal meaning of “party”
 - h. law suit
 - i. negligence
 - j. private patrol operator
 - k. security guard
 - l. vicarious liability
 - m. wrongful acts
2. Review the roles and responsibilities of a security guard.
3. Identify the protections the U.S. Constitution and Bill of Rights offer to the individual.
4. Describe the operation of California’s legal system.
5. Compare the differences between civil law and criminal law.
6. Describe how the following wrongful acts could make a security officer criminally liable:
 - a. intimidation
 - b. excessive physical force
 - c. use of unauthorized deadly weapons
 - d. unlawful use of defensive weapons
 - e. false arrest (misdemeanor and felony)
7. Describe how a security officer may incur civil liability.
8. State the concept of vicarious liability as it relates to the actions of the employer or contractor.
9. Describe the importance of the Private Security Services Act [Business and Professions Code Division 3 Chapter 11.5] to security officers.
10. Summarize the information in the following sections of the Business and Professions Code Division 3 Chapter 11.5, Private and Security Services Article 4:
 - a. Section 7583.6 – security guard training requirements
 - b. Section 7583.7 – security guard power of arrest training requirements
 - c. Section 7583.8 – issuance of a registration card to a security guard
 - d. Section 7583.5 – authority to carry an exposed firearm
 - e. Section 7582.2 – exemptions from the Private Security Services Act
 - f. Sections 7585.9. 7585.14, and 7583.34 – authority to carry and use a baton
 - g. Sections 7583.35. 7583.36. and 7583.37 – authority to carry and use tear gas
 - h. Sections 7582.26. 7582.27, and 7582.28 – authority to wear a uniform, badge patch, or insignia
11. Summarize the information in the following articles of the California Code of Regulations (CCR), Title 16, Division 7:
 - a. Article 6 – requirements for carrying or use of firearms or simulated firearms
 - b. Article 7 – training in exercising the power to arrest

(4 hours)	<ol style="list-style-type: none"> 12. Summarize the information in the following sections of the California Penal Code: <ol style="list-style-type: none"> a. Section 12031 – carrying of loaded firearms [misdemeanor] b. Section 12025 – carrying a weapon concealed within a vehicle or on person c. Section 12002 – prohibition of carrying a wooden club or baton d. Section 12403.5 – purchase, possession, or transportation of tear gas by a private patrol operator 13. State the liability for false arrest. 14. Pass the Liability/Legal Aspects quiz with 100% accuracy.
<p>H. TRANSPORTATION SECURITY OFFICER</p> <p>Understand, apply, and evaluate training to become a federal Transportation Security Officer.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. Department of Homeland Security (DHS) b. Department of Transportation c. porous area d. Transportation Security Agency (TSA) e. Transportation Security Officer (TSO) 2. State the Aviation and Transportation Security Act of 2001. 3. State the Fourth Amendment to the U.S. Constitution. 4. Describe the relationship between the Fourth Amendment and airport screening procedures. 5. List porous areas in the U.S. transportation system that might be vulnerable to terrorist attack. 6. List the employment qualifications needed to become a TSO. 7. Describe the knowledge, skills, and abilities of a TSO. 8. Describe the employment outlook for TSOs. 9. List permitted and prohibited travel items. 10. Describe and demonstrate the operation of the following equipment: <ol style="list-style-type: none"> a. magnetometer/walk-through metal detector b. hand-held metal detector/passenger screening wand c. Explosive Detection System d. Explosive Trace Detection System e. passenger and baggage x-ray technology f. two-way radio g. full body scanner 11. Describe and demonstrate the operation of new security equipment or techniques. 12. Describe and demonstrate screening of: <ol style="list-style-type: none"> a. passengers b. baggage c. cargo 13. Describe and demonstrate how to process passengers orderly and efficiently. 14. State how to process passengers with special needs. 15. State Transportation Security Administration screening procedures. 16. Describe and demonstrate responses to: <ol style="list-style-type: none"> a. security breaches b. emergency situations 17. Describe and demonstrate techniques to: <ol style="list-style-type: none"> a. secure unauthorized weapons b. potentially hazardous materials c. prevent entry to secure areas and aircraft

(4 hours)	<ol style="list-style-type: none"> 18. Describe and demonstrate the use of computer hardware and software to: <ol style="list-style-type: none"> a. analyze information b. create documents c. report information 19. Describe and demonstrate the identification of issues that might reveal a weakness or vulnerable area in security screening. 20. Develop and demonstrate formal write-ups to: <ol style="list-style-type: none"> a. recommend improvements to screening processes b. recommend improvements to prevent future security breaches or weaknesses 21. State how to participate in information briefings concerning security-sensitive or classified information. 22. Pass the TSO quiz with 100% accuracy.
<p>I. EVACUATION PROCEDURES</p> <p>Understand and evaluate evacuation procedures.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. evacuation b. act of nature c. power outage d. point of contact 2. State the role of the security officer during an evacuation. 3. State the importance of knowing the employer's emergency procedures. 4. State the importance of knowing building evacuation routes. 5. Describe the response of a security officer during a power outage. 6. Explain the importance of establishing points of contact after an evacuation. 7. Describe and demonstrate the general protocol for the following during an evacuation: <ol style="list-style-type: none"> a. stairs b. elevators c. doors 8. Pass the Evacuation Procedures quiz with 100% accuracy.
<p>J. OFFICER SAFETY</p> <p>Understand, apply, and evaluate situations which compromise the safety of the security officer.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. threat b. threat assessment (violence risk assessment) c. subject contact d. safety awareness e. blood born pathogens f. environmental/hazardous materials 2. Explain how a security officer's actions might create a threatening situation. 3. Identify the different types of threats a security office might face from the following: <ol style="list-style-type: none"> a. humans b. animals c. acts of nature d. man-made acts

<p>(4 hours)</p>	<ol style="list-style-type: none"> 4. Explain how each of the five senses can help a security officer assess the nature of a threat: <ol style="list-style-type: none"> a. sight b. sound c. smell d. taste e. touch 5. Describe situations where contact with a subject may pose a threat to the security officer. 6. Describe and demonstrate how to diffuse different threatening situations with a subject or subjects. 7. Describe safety strategies while patrolling: <ol style="list-style-type: none"> a. during situations of poor illumination (night) b. during situations of good illumination (day) 8. Describe different types of blood-borne pathogens. 9. State the following regarding blood-borne pathogens: <ol style="list-style-type: none"> a. dangers b. contact situations c. methods of protection d. treatment after contact 10. State CalOSHA regulations regarding handling and storage of hazardous materials. 11. State the protocol in reporting a chemical spill. 12. State the importance of the Material Safety Data Sheet (MSDS). 13. Describe the information in the National Fire Protection Association 704 Diamond. 14. Describe the information in the Department of Transportation (DOT), United Nations (UN) and North American (NA) warning placards for hazardous materials. 15. Pass the Officer Safety quiz with 100% accuracy.
<p>K. ARREST, SEARCH, AND SEIZURE</p> <p>Understand and evaluate the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual.</p>	<ol style="list-style-type: none"> 1. Review the following definitions: <ol style="list-style-type: none"> a. arrest b. de-escalation techniques c. escalation techniques d. felony e. force f. power to arrest g. use of force 2. Define loss prevention. 3. Review the protections the U.S. Constitution and Bill of Rights offer to the individual. 4. Describe the differences between California Penal Code Sections 836 and 837 regarding powers of arrest. 5. Review the impact of the power to arrest on the following parties: <ol style="list-style-type: none"> a. the subject/individual b. the guard c. the company 6. Describe different forms of technology that aid in loss prevention. 7. State the role of the security officer in loss prevention. 8. Summarize the Merchant's Privilege Rule (California Penal Code Section 490.5 (f) and (g)) regarding detaining persons suspected of shoplifting. 9. Describe elements of a lawful arrest.

(4 hours)	<ol style="list-style-type: none"> 10. Differentiate between the felony and misdemeanor arrest policy. 11. Describe the pursuit policy. 12. Review the procedures for taking a suspect into custody. 13. Describe the procedures for advising suspects of their constitutional rights. 14. Identify the following: <ol style="list-style-type: none"> a. the arresting party b. the party who takes custody of the suspect after a lawful arrest 15. State the role of the security officer before and after a violation has been committed. 16. Describe the responsibility the employer has for the security officer's actions. 17. State the use of escalation and de-escalation techniques in the use of force. 18. State the use of restraint techniques and their implication. 19. Describe and demonstrate how to handcuff a suspect. 20. Differentiate between deadly and non-deadly force. 21. Review the lawful use of deadly weapons. 22. Review the laws that address the use of excessive force. 23. Explain how to write a report. 24. Describe the procedure for prosecuting a suspect. 25. Pass the Arrest, Search and Seizure quiz with 80% accuracy.
<p>L. ACCESS CONTROL</p> <p>Understand and evaluate the procedures used to gain or deny access to a property.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. access control b. biometric c. Radio Frequency Identification (RFID) 2. Explain the differences between minimum, medium and maximum access control. 3. Describe the following identification procedures: <ol style="list-style-type: none"> a. personnel recognition b. ID system c. special passes 4. State information that is usually found on an ID card. 5. Describe how visitors can be granted access. 6. Describe the following electronic/electrical means of controlling access: <ol style="list-style-type: none"> a. touch keypads b. ID card tags c. proximity cards d. biometric identification e. RFID tags f. CCTV g. timed locks 7. Describe the components of an alarm system. 8. Describe the following non-electronic means of controlling access: <ol style="list-style-type: none"> a. keys b. log books 9. Describe the strengths and weaknesses of different access control systems. 10. Describe the purpose and safety of the following screening methods: <ol style="list-style-type: none"> a. x-ray machines b. metal detectors c. full-body scanners d. trained animals 11. Pass the Access Control quiz with 80% accuracy.

<p>M. TRESPASS</p> <p>Understand and evaluate the laws relating to trespass.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> Define the following: <ol style="list-style-type: none"> trespass/trespassing open land places of accommodation/public access private property public property posting of property State the nature of and penalties for trespassing according to California law (Penal Code 602). State if a person can be arrested for entering and remaining on the following: <ol style="list-style-type: none"> open land private property public property places of accommodation places where there is public access State if there are any circumstances that permit trespassing. State the legality of the use of force to prevent trespassing or to remove a trespasser. Pass the Trespass quiz with 80% accuracy.
<p>N. FIRST AID AND CPR</p> <p>Understand and apply first aid and CPR procedures.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> Define the following: <ol style="list-style-type: none"> Automated External Defibrillator (AED) burn Cardio-Pulmonary Resuscitation (CPR) Good Samaritan law shock stroke Describe how the Good Samaritan law applies to security officers. Describe the major areas of the body. State the definition, signs, symptoms, and emergency treatment procedures for the following: <ol style="list-style-type: none"> musculoskeletal injuries soft tissue injuries head injuries spine injuries chest injuries abdominal injuries pelvic injuries poison emergencies heat emergencies cold emergencies chest wound lower extremities and abdominal wounds head wounds burns shock stroke Describe the components of a cardiopulmonary resuscitation (CPR) course. State the proper use of the Automatic External Defibrillator (AED). Pass a CPR test as offered by a nationally recognized governing body: American Red Cross, American Heart Association (AHA).

O. HANDLING DIFFICULT PEOPLE

Understand, apply, and evaluate different strategies used to handle difficult people.

1. Review the following definitions:
 - a. crisis intervention
 - b. I-message
 - c. nonjudgmental
2. Review why it is important to have good verbal skills in a crisis intervention situation.
3. Review and demonstrate the following verbal skills used in crisis intervention:
 - a. acknowledge feelings underlying the action
 - b. use I-messages to maintain control of the situation
 - c. control voice tone, speed and volume
 - d. present nonjudgmental statements
 - e. repeat statement or question if necessary
 - f. verify that the person understands the message
4. Review each of the following as it relates to the duties of the security guard:
 - a. harassment
 - b. discrimination
 - c. race
 - d. gender
 - e. stereotype/stereotyping
 - f. attitude
5. Describe the influence of stereotype on attitude.
6. Describe how stereotyping has a positive or negative effect on:
 - a. respect for another person
 - b. the attitude toward another person
7. Compare the difference between harassment and discrimination.
8. List examples of:
 - a. racial and gender harassment
 - b. racial and gender discrimination
9. Review the following definitions:
 - a. culture
 - b. ethnicity
 - c. diversity
10. Review how the following are unique to a culture:
 - a. language
 - b. gesture
 - c. concept of time
 - d. concept of space
 - e. gender roles
11. Describe why cultural differences may appear threatening to an outsider.
12. Identify positive strategies to help control a situation involving people from:
 - a. the same culture
 - b. two or more different cultures
13. Describe a general strategy for dealing with disturbed people.
14. Describe a general strategy for dealing with people under the influence of substances.

<p>(4 hours)</p>	<ol style="list-style-type: none"> 15. Role-play proper conduct in the following incidents: <ol style="list-style-type: none"> a. witnessing racial or gender harassment b. interacting with a difficult person from the same culture as the security officer c. interacting with a difficult person from a different culture than the security officer d. providing assistance to a mentally disturbed person e. interacting with a substance abuser 16. Pass the Handling Difficult People quiz with 100% accuracy.
<p>P. WORKPLACE VIOLENCE</p> <p>Understand and evaluate different strategies used to recognize, remedy, and report work place violence incidents.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. anger management b. employee diversity c. sexual harassment d. workplace violence e. workplace violence spectrum f. workplace violence types 2. List the different levels on the workplace violence spectrum. 3. List the different types of workplace violence. 4. State the legal basis for an employer to prevent workplace violence. 5. Describe and demonstrate the warning signs of behavior that can lead to the following types of workplace violence: <ol style="list-style-type: none"> a. worker-to-worker b. client-to-customer c. supervisor-to-subordinate 6. Describe how sexual harassment can be a form of workplace violence. 7. State the benefits of an anger management program in reducing workplace violence. 8. Review ways that an organization can value diversity among its employees. 9. Describe how valuing diversity can help reduce workplace violence. 10. Review personal security measures for the following parties during an episode of workplace violence: <ol style="list-style-type: none"> a. the security officer b. the persons involved 11. List the contents of a report that documents an incident involving workplace violence. 12. Complete a report of an incident involving workplace violence. 13. Pass the Workplace Violence quiz with 100% accuracy.
<p>Q. CHEMICAL AGENTS</p> <p>Understand and evaluate the legality and effects of different chemical agents used by security guards.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. air-borne chemical agents b. pepper spray c. tear gas d. water-borne chemical agents 2. List common air-borne and water-borne chemical agents. 3. Compare the differences between air-borne and water-borne chemical agents. 4. State the effects of pepper spray. 5. State the effects of tear gas. 6. Review the information in the Business and Professions Code Division 3 Chapter 11.5, Private and Security Services Article 4, Sections 7583.35, 7583.36. and 7583.37 – authority to carry and use tear gas.

(4 hours)	<ol style="list-style-type: none"> 7. Review the information in the California Penal Code, Section 12403.5 – purchase, possession, or transportation of tear gas by a private patrol operator. 8. State the legality of using pepper spray. 9. State the penalties for misuse of tear gas and pepper spray. 10. Describe the situations in which a security officer would use a chemical agent on a suspect. 11. Pass the Chemical Agents quiz with 100% accuracy.
<p>R. PRESERVING THE INCIDENT SCENE</p> <p>Understand and apply the procedures in preserving an incident scene.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. blood spatter b. casts and impressions c. edged instrument d. evidence e. evidence tampering f. fibers and textiles g. incident h. incident scene i. pollen and spores j. securing a scene 2. State the ultimate objective in securing an incident scene. 3. Describe how the following may be considered evidence: <ol style="list-style-type: none"> a. hair b. blood c. blood spatter d. casts and impressions e. edged instruments f. fibers and textiles g. fingerprints h. firearms glass i. hair j. pollen and spores k. soil l. tools 4. Describe how to care and preserve evidence. 5. Describe how evidence can be transferred, lost, or contaminated. 6. Describe the ways to secure the incident scene: <ol style="list-style-type: none"> a. with people at the scene b. with people outside the scene 7. Describe the results of not protecting evidence at an incident scene. 8. State legal issues regarding evidence tampering and/or removal. 9. Describe and demonstrate how the following steps aid in identifying witnesses to the scene: <ol style="list-style-type: none"> a. control of individuals b. separation of individuals c. questioning of individuals 10. Pass the Preserving the Incident Scene quiz with 100% accuracy.

S. CROWD CONTROL

Understand, apply, and evaluate different strategies used to control crowds

1. Define the following:
 - a. acquisitive crowd
 - b. boisterous celebration
 - c. civil disobedience/disturbance
 - d. counter-demonstrators
 - e. crowd
 - f. demonstration
 - g. dispute
 - h. expressive crowd
 - i. hostile crowd
 - j. labor action
 - k. labor contract
 - l. labor dispute
 - m. mob
 - n. organized bargaining unit (labor union)
 - o. National Labor Relations Act
 - p. riot
 - q. picketing
 - r. sightseer crowd
 - s. spectator crowd
 - t. strike
 - u. workplace stoppage
2. State the protection of the U.S. Constitution and Bill of Rights regarding peaceful assembly and freedom of speech.
3. State how the following California Penal Code (PC) sections refer to demonstrations:
 - a. Section 403 – disturbance of public meeting
 - b. Section 404 – Riot
 - c. Section 404.6 – Incitement to riot
 - d. Sections 407 and 408 – Unlawful assembly
 - e. Section 409 – Failure to disperse
 - f. Section 415 – Disturbing the peace
 - g. Section 416 – Assembly for purpose of disturbing the peace
 - h. Section 594 – Damage to property Section 602 – Trespass
 - i. Section 647c – Obstructing streets or sidewalks
4. Describe the differences between:
 - a. crowd
 - b. hostile crowd
 - c. mob
5. Explain how the following psychological factors can cause a crowd to become disorderly:
 - a. feeling of security
 - b. influence of a dominant person
 - c. novelty
 - d. loss of identity
 - e. release of emotions
6. State the responsibility of security officers regarding the protection of:
 - a. peaceful demonstrators
 - b. counter-demonstrators
 - c. the general public

(4 hours)

7. Describe and demonstrate how the following verbal skills can help confront conflicts constructively:
 - a. acknowledge feelings underlying the action
 - b. use I-messages to maintain control of the situation
 - c. control voice tone, speed and volume
 - d. present nonjudgmental statements
 - e. repeat statement or question if necessary
 - f. verify that the person understands the message
8. Describe how the following actions can help to control a hostile crowd:
 - a. removing or isolating individuals participating in the incidents
 - b. splitting the crowd into smaller groups
 - c. removing the leaders of the crowd
 - d. diverting the attention of the crowd
 - e. making random arrests
 - f. using a recognized community leader for support
 - g. providing an escape route
9. Describe how the following are important in preparing a crowd control plan:
 - a. emphasizing command presence of the security officers
 - b. determining when and whom to call for assistance
 - c. informing crowd of specific violations
 - d. allowing crowd to disperse safely
10. Review the protections under the U.S. Constitution for labor disputes, labor actions and work stoppages.
11. State the purpose of an organized bargaining unit (labor union).
12. Describe the actions that may take place if the employer and the union may not be able to reach a contract.
13. State how California PC sections for demonstrators may apply to labor disputes, labor actions and work stoppages.
14. State the reasons why an employer may hire a security officer in case of a labor dispute, labor action or work stoppage.
15. State the expectations an employer may have of the behavior of the security officer in a labor dispute, labor action or work stoppage.
16. Describe the importance of doing research into recent relations the employer may have had with labor.
17. State the lawful and unlawful acts that may occur on a picket line.
18. Describe the National Labor Relations Act regarding picketing.
19. Describe the California PC Section 12590, Article 5 – Picketing.
20. Describe the general duties of a security officer during a labor dispute, labor action or work stoppage.
21. Describe the gate patrol duties of a security officer during a labor dispute, labor action or work stoppage.
22. Describe the perimeter duties of a security officer during a labor dispute, labor action or work stoppage.
23. Pass the Crowd Control quiz with 100% accuracy.

<p>T. COURTROOM DEMEANOR</p> <p>Understand and evaluate the behavior of the security officer in the courtroom.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. Accused b. attorney c. bailiff d. contempt of court e. court f. defense attorney g. exhibits h. impartiality i. judge j. pretrial testimony k. prosecuting attorney l. subpoena m. testimony 2. Describe and demonstrate how attention to the following creates a professional appearance: <ol style="list-style-type: none"> a. attire b. personal grooming c. posture and body language 3. State the importance of pretrial testimony. 4. Explain why the following represents professional behavior in the court: <ol style="list-style-type: none"> a. maintaining impartiality towards defense and prosecuting attorneys b. using correct forms of address c. showing respect to all courtroom officials d. speaking to the jury only when testifying e. preparing diagrams in advance f. rehearsing testimony in advance 5. State the importance of the following when testifying as a witness: <ol style="list-style-type: none"> a. honesty b. brevity c. clarity d. objectivity e. emotional control 6. Describe tactics that defense attorneys often use. 7. Demonstrate professional behavior in simulated courtroom situations. 8. Pass the Courtroom Demeanor quiz with 100% accuracy.
<p>U. PARKING/TRAFFIC CONTROL</p> <p>Understand and evaluate different strategies used in parking and traffic control.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. hand signals b. intersection c. traffic d. traffic control e. traffic flow 2. State the goals of traffic control. 3. State the sections of the California Vehicle Code that permit traffic control by security officers. 4. State the nature of traffic flow. 5. Describe the importance of controlling the intersection. 6. State the proper clothing for traffic duty. 7. List the types of traffic control equipment that a security officer would use. 8. Describe and demonstrate the proper stance in traffic control.

(2 hours)	<ol style="list-style-type: none"> 9. Describe and demonstrate traffic control techniques: <ol style="list-style-type: none"> a. hand signals b. whistle signals c. traffic flow patterns d. pedestrian protection e. turning vehicle assistance 10. State the goals of parking lot security. 11. State the sections of the California Vehicle Code that authorize parking control by security officers. 12. Describe the significance of different pavement markings. 13. Describe parking lot security. 14. Pass the Parking/Traffic Control quiz with 100% accuracy.
<p>V. FIRE SAFETY</p> <p>Understand and evaluate the basic strategies in fire safety.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. fire chemistry b. fire hazards c. fire safety d. fire suppression e. fire suppression safety f. portable fire extinguishers g. teamwork h. wet standpipes 2. State the elements a fire needs to exist. 3. List and describe the four classes of fires. 4. Describe how the following types of workplace hazards can cause fires: <ol style="list-style-type: none"> a. electrical b. natural gas c. flammable or combustible liquids 5. Describe the importance of teamwork in fire suppression. 6. List the information the security officer needs in order to suppress a fire. 7. State how the following checklist helps to evaluate a decision to fight a fire: <ol style="list-style-type: none"> a. gather facts b. assess and communicate the damage c. consider the probabilities of what might happen d. assess the security officer's situation e. establish priorities f. make decisions g. develop plans of action h. take action i. evaluate progress 8. Describe the following firefighting resources: <ol style="list-style-type: none"> a. portable fire extinguishers b. interior wet standpipes 9. Describe the contents of a fire extinguisher label. 10. Identify the four types of fire extinguishers in terms of: <ol style="list-style-type: none"> a. fire type b. extinguishing agent c. extinguishing method 11. Compare the characteristics of water and dry chemical extinguishers.

(4 hours)	<ol style="list-style-type: none"> 12. State why the following is necessary to know before extinguishing a fire: <ol style="list-style-type: none"> a. quick and safe escape from the area b. right type and size of extinguisher c. presence of hazardous materials and falling debris 13. State the importance of P.A.S.S. in operating a fire extinguisher. 14. Describe the importance of the following in fire suppression: <ol style="list-style-type: none"> a. having proper safety equipment b. working with a buddy c. having a backup team d. having two ways to exit the fire area e. feeling closed doors with the back of the hand f. confining the fire g. staying low to the ground h. maintaining a safe distance i. overhauling the fire j. avoiding smoke-filled areas 15. State the characteristics of hazardous materials. 16. Review the information in the following signs that identify hazardous materials: <ol style="list-style-type: none"> a. NFPA 704 Diamond b. DOT Warning Placard c. UN Placarding System d. NA Numbering System 17. State fire safety for a burning building or container with a hazardous materials sign outside. 18. Demonstrate how fire extinguisher team members communicate with each other. 19. Describe and demonstrate fire extinguisher technique with a team member. 20. Pass the Fire Safety quiz with 100% accuracy.
<p>W. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in the protective services profession.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Summarize employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills h. computer skills and software applications 2. Identify potential employers through traditional and internet sources. 3. Describe the role of electronic social networking in job search. 4. Design sample résumés and cover letters. 5. State the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 7. State the importance of enthusiasm on a job. 8. State the importance of appropriate appearance on a job. 9. State the importance of the continuous upgrading of job skills. 10. Identify the informational materials and resources needed to be successful in an interview. 11. Demonstrate appropriate interviewing techniques. 12. Design sample follow-up letters. 13. Demonstrate appropriate follow-up procedures.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Adamson, John E. and Amanda Morrison. Law for Business and Personal Use. South-Western, Cengage Learning, 2009.

Bridgemen, Bruce C. and Charles N. Guthrie. Security Guard Powers to Arrest. Harcourt Brace Jovanovich Legal Aid Publications, Ins., 14415 S. Main St., Gardena, CA 90248.

Furriel, Vincent J. and Robert S. Weaver. California Course Concepts for Penal Code 832 Training. Qwik-Code Publications, 26875 Calle Hermosa, Suite #4, Capistrano Beach, CA 92624.

Maniscalco, Paul M. and Hank T. Christen. Homeland Security: principles and Practice of Terrorism Response. Jones and Bartlett Learning, LLC, February 2010.

Nemeth, Charles P. Homeland Security: An Introduction to Principles and Practice. CRC Press, December 2009.

Power to Arrest Training Manual. Department of Consumer Affairs, Bureau of Investigative Services, 2005.

Weapons of Mass Destruction & Terrorism Awareness for Security Professionals: Student Workbook (Version One). Department of Consumer Affairs, Bureau of Investigative Services, 2005.

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Public Service

<http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf>

<http://www.ca9.uscourts.gov/>

<http://www.calbar.ca.gov/>

<http://www.courts.ca.gov/supremecourt.htm>

<http://www.lasuperiorcourt.org/>

<http://www.lexisnexis.com/>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Role playing
- E. Individualized instruction

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Powers of Arrest – Pass all assignments and exams on the powers of arrest with a minimum score of 80% or higher.

SECTION C – Weapons of Mass Destruction (WMD) and Terrorism – Pass all assignments and exams on weapons of mass destruction (WMD) and terrorism with a minimum score of 80% or higher.

SECTION D – Public Relations – Pass all assignments and exams on public relations with a minimum score of 80% or higher.

SECTION E – Observation and Documentation – Pass all assignments and exams on observation and documentation with a minimum score of 80% or higher.

SECTION F – Communication Protocols – Pass all assignments and exams on communication protocols with a minimum score of 80% or higher.

SECTION G – Liability / Legal Aspects – Pass all assignments and exams on liability / legal aspects with a minimum score of 80% or higher.

SECTION H – Transportation Security Officer – Pass all assignments and exams on transportation security officer with a minimum score of 80% or higher.

SECTION I – Evacuation Procedures – Pass all assignments and exams on evacuation procedures with a minimum score of 80% or higher.

SECTION J – Officer Safety – Pass all assignments and exams on officer safety with a minimum score of 80% or higher.

SECTION K – Arrest, Search, and Seizure – Pass all assignments and exams on arrests, search, and seizure with a minimum score of 80% or higher.

SECTION L – Access Control – Pass all assignments and exams on access control with a minimum score of 80% or higher.

SECTION M – Trespass – Pass all assignments and exams on trespass with a minimum score of 80% or higher.

SECTION N – First Aid and CPR – Pass all assignments and exams on first aid and CPR with a minimum score of 80% or higher.

SECTION O – Handling Difficult People – Pass all assignments and exams on handling difficult people with a minimum score of 80% or higher.

SECTION P – Workplace Violence – Pass all assignments and exams on workplace violence with a minimum score of 80% or higher.

SECTION Q – Chemical Agents – Pass all assignments and exams on chemical agents with a minimum score of 80% or higher.

SECTION R – Preserving the Incident Scene – Pass all assignments and exams on preserving the incident scene with a minimum score of 80% or higher.

SECTION S – Crowd Control – Pass all assignments and exams on crowd control with a minimum score of 80% or higher.

SECTION T – Courtroom Demeanor – Pass all assignments and exams on courtroom demeanor with a minimum score of 80% or higher.

SECTION U – Parking / Traffic Control – Pass all assignments and exams on parking / traffic control with a minimum score of 80% or higher.

SECTION V – Fire Safety – Pass all assignments and exams on fire safety with a minimum score of 80% or higher.

SECTION W – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color,
national origin, gender, or physical disability.



**Reseda Charter High School Police Academy Magnet
Security Guard Trainee**

Instructors: Coach Mo, Officer Galindo & Officer Soriano
Room Number: PA Classroom

Security Guard Training Regulation

COURSE DESCRIPTION: Objective: To familiarize and instruct the individual on the training topics including, without limitation, legal aspects, techniques, liability, and company requirements relating to the arrest of an individual. Students will be familiarized and instructed on the subject matter and observation skills required to identify and report precursor activities to a terrorist event, react appropriately, report the occurrence of a terrorist event, and remain safe while helping control the scene after a terrorist event. The training will utilize the Department of Consumer Affairs' Weapons of Mass Destruction & Terrorism Awareness for Security Professionals course.

Unit 1: POWER TO ARREST COURSE OUTLINE

Powers to Arrest

- Overview of Power to Arrest Manual and subject matter.
- Definition of arrest and discussion on the implications to the subject, the guard and the company.
- Lecture/discussion on escalation and de-escalation techniques in the use of force.
- Pass the quiz with a score of 80% or better
- Lecture/discussion in the use of restraint techniques and their implications.
- Pass the quiz with a score of 80% or better
- Discussion of trespass laws and implications of enforcement.
- Completion of the Power to Arrest Training Manual Test with 100% score in accordance with the Manual's Administering Instructions.

Unit 2: Weapons of Mass Destruction (WMD) & Terrorism Awareness

- Introduction and overview of the training.
- The Role of a Security Officer.
- The Nature of Terrorism.
- Weapons of Mass Destruction.
- Coordinating and Sharing of Critical Information.
- Pass the test on WMD & Terrorism Awareness with a score of 80% or better

Unit 3: Public Relations (Community & Customer)

- Recognizing Gender & Racial Harassment & Discrimination
- Respect:
 - Stereotyping
 - Attitude
- Verbal Skills / Crisis Intervention
- Introduction to Diversity
- Substance Abuse & Mental Illness
- Ethics & Professionalism
 - Appearance
 - Command Presence
 - Proper Conduct
 - Pass the test on Public Relations with a score of 80% or better

Unit 4: Observation & Documentation

- Report Writing
- English as a Second Language
- Observation and Patrol Techniques
 - Physically practicing techniques
- Asking Appropriate Questions
- Observing Suspects / Suspicious Activity
 - Physically practicing techniques
- Students will pass an Essay on Observation and documentation with an 80% or higher.

Unit 5: Communication and its Significance

- Internal
 - Protocols Pursuant to Contract (Who to Contact & When)
 - Radio / Monitors
 - Other Technology
 - Pass the quiz with a score of 80% or better
- External
 - Emergency / First Responders
 - Medical Personnel
 - Police / Sheriff / Other Enforcement
 - City Services / Government Services
 - Pass the quiz with a score of 80% or better

Unit 6: Handling Difficult People

- Communications
- Conflict Management
- Speaking Constructively
- Valuing Diversity
- Negotiating
- Verbal Diffusion
- Demonstrate ability to diffuse conflict in a simulated conflict.

Grading Policy:

Your grade will be determined by points received on homework, quizzes, tests, projects and writing assignments. You will have daily homework that will range from journaling and note taking to outlining and vocabulary. This is essential to ensure that you keep up with the class and that material is covered in a timely fashion. There will be a test given at the end of every unit, which translates into six exams. Unit exams will carry a higher number of points. There will be 1-2 writing assignments issued every two weeks, giving each student time to develop their thesis and master their writing skills. In addition to these individual assignments, there will be several group projects. Grades will be given on a percentage scale as follows:

A 100 – 90%

D 69 – 60%

B 89 – 80%

F 59% - and lower

C 79 – 70%

Work Habit grades will be given based on assignments; an E will be given to a student with zero missing assignments in a grading period, an S will be given to a student with one to three missing assignments in a grading period, and a U will be given to any student with more than three missing assignments in a given grading period.

Late Work: You may only turn in late work for a current grading period. Quizzes and tests must be made up within a week of your absence. You will have to take the missed quiz at nutrition on Wednesday and missed tests on Friday at lunch. Keep in mind that if you miss a test, you will only have a fourth of the time to make it up.

Attendance Policy:

You are required to follow the attendance policy of the school. Your attendance will have a direct connection to your grade. You will receive participation points that are determined on whether you are in class or not. If you are not in class you cannot participate. 2 points will be given per class period and 1 point will be given if you are tardy to class. If you fail to show up to class, with the exception being a school-approved activity, you will not receive points for the day. In order to be successful, you must attend class on a regular basis.

Materials Needed:

1. Three ring binder
2. Divider Tabs
 - a. Class Notes
 - b. Journals
 - c. Law Lessons
 - d. Tests/Quizzes/Essays
3. Agenda/Organizer
4. Power to Arrest training manual

Materials Recommended:

5. Flash Drive
6. An email address to communicate with the instructor
7. Colored Pencils and a ruler for maps and projects.

Reseda High School Schoolwide Learners:

In my class, students do much of their work in cooperative learning groups. I believe this type of activity helps students to learn while practicing how to achieve the Reseda High School SLO's:

- I. Effective Communicators-*Speak with Kindness and intelligence*
- II. Critical Thinkers-*Dare to create*
- III. Self-Directed Learners-*Take initiative*
- IV. Responsible Citizens-*Be a good neighbor*
- V. Healthy Individuals-*Sleep Smart, Eat Smart, Move Smart*

POLICE SCIENCE (#68-85-80)

DATE:

INDUSTRY SECTOR: Public Services Sector

PATHWAY: Public Safety

CALPADS TITLE: Law Enforcement Services

CALPADS CODE: 5847

HOURS:

Total	Classroom	Laboratory/CC/CVE
90	45	45

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Police Patrol Officers	33-3051.01	Police, Fire, and Ambulance Dispatchers	43-5031.00
Transit and Railroad Police	33-3052.00	Criminal Investigators and Special Agents	33-3021.03
Licensing Examiners and Inspectors	13-1041.02		

COURSE DESCRIPTION:

This competency-based course is designed for Regional Occupational Program (ROP) students as a comprehensive introduction to law enforcement and criminal justice. This course describes the necessary skills to become a police officer. The general concepts of law enforcement are presented: laws of arrest, search and seizure, constitutional rights, history of law enforcement, and a working knowledge of the duties of a police officer. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards

A-G APPROVAL: No

ARTICULATION: None

PREREQUISITES:

Prerequisite
Enrollment requires permission from the student's high school counselor

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Police Ethics: The Corruption of Noble Cause. Taylor & Francis, October 2014
- Police Field Operations: Theory Meets Practice, 2nd Edition. Prentice Hall, February 2014
- Police Field Operations, 8th Edition. Prentice Hall, January 2013

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12				Concentrator	Police Science (#68-85-80)
10, 11, 12				Capstone	Forensic Science (#68-85-61 A) & (#68-85-62 B)

I.	ORIENTATION AND SAFETY	CR	Lab/ CC	Standards
	<p>Unit 1- Orientation and Safety</p> <p>Summary Analyze the personal characteristics, time involved, and education/training required for careers in public safety; apply the classroom procedures that mirror policing.</p> <ol style="list-style-type: none"> Describe the scope and purpose of the course. Describe the overall course content as a part of the Linked Learning Initiative. Identify classroom and workplace policies and procedures. <ul style="list-style-type: none"> State the importance of prioritizing work. List the different occupations in the Public Services Industry Sector which have an impact on the role of Police Officers. Describe the role of the California Commission on Peace Officer Standards and Training in the selection and training of police officers. Describe the opportunities available for promoting gender equity and the representation of non traditional populations in the security field. <ul style="list-style-type: none"> Describe opportunities for advancement in law enforcement. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing police officers. Describe classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards. Describe the impact of Environmental Protection Agency (EPA) legislation on the Public Service Industry Sector practices. Explain how each of the following insures a safe workplace: <ol style="list-style-type: none"> employees rights as they apply to job safety employers obligations as they apply to safety Pass the safety test with 100 accuracy. 	2	1	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.3, 3. , 3.5, 3.6, 3.7, 3. , 3.9</p> <p>CTE Pathway: C5.1</p>
II.	CIVIL RIGHTS AND CIVIL LIBERTIES	CR	Lab/ CC	Standards
	<p>Unit 2 Civil Rights and Civil Liberties</p> <p>Summary Understand civil rights and civil liberties.</p> <ol style="list-style-type: none"> Define: <ol style="list-style-type: none"> law U.S. Constitution Bill of Rights Trace the development of the U.S. legal system. List and describe the sources of law in the United States. <ul style="list-style-type: none"> Describe the freedoms and rights guaranteed to individuals by the U.S. Constitution and the Bill of Rights. Distinguish between civil rights and civil liberties. Trace the quest for civil rights and civil liberties since 19 0. Pass the test on Civil Rights and Civil Liberties with a score of 0 or better <p>Career Ready Practice Standard 3: Develop an education and career plan aligned with personal goals</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Technology: .3 Demonstration and Application: 10.1, 10.2, 10.3, 10.</p> <p>CTE Pathway: C5.1, C5.2, C5.3, C5. , C5.5, C5.6, C5.7</p>

III.	THE COURTS AND THE JUDICIAL PROCESS	CR	Lab/ CC	Standards
	<p>Unt 3 The Courts and the Judicial Process</p> <p>Summary Understand the evolution of modern law and law enforcement</p> <p>1. Define:</p> <ul style="list-style-type: none"> a. state court b. federal court c. U.S. Supreme Court d. justice of the U.S. Supreme Court e. judicial f. jurisdiction g. non-judicial h. trial i. arbitration j. alternative dispute resolution <p>2. Describe state court systems.</p> <p>3. Describe the federal court system.</p> <ul style="list-style-type: none"> . Explain how a justice is chosen for the U.S. Supreme Court. <p>5. Compare federal and state jurisdiction.</p> <p>6. Describe how a case proceeds through trial and the phases of a trial.</p> <p>7. Describe the advantages and disadvantages of arbitration and other non-judicial methods of alternative dispute resolution.</p> <ul style="list-style-type: none"> . Pass the test on the courts and the judicial process with a score of 0 or better <p>Career Ready Practice Standard 12: Understand the environmental, social, and economic impacts of decisions</p>	2	2	<p>Academic:</p> <p>LS: 11-12.2, 11-12.3</p> <p>US: 11.10, 11.11, 11.11.6, 11.11.7</p> <p>CTE Anchor:</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway:</p> <p>C1.9, C1.10, C2.9</p>
IV.	BRIEF HISTORY OF LAW ENFORCEMENT	CR	Lab/ CC	Standards
	<p>Unit Brief History of Law Enforcement</p> <p>Summary- Understand the evolution of law enforcement</p> <p>1. Define law enforcement agency.</p> <p>2. Distinguish between federal and state law enforcement agencies.</p> <p>3. Distinguish between county and local law enforcement agencies.</p> <ul style="list-style-type: none"> . Identify the goals of local law enforcement. <p>5. Describe a police department organization.</p> <p>6. Pass the test on law enforcement agencies with a score of 0 or better</p> <p>Career Ready Practice Standard : Model integrity, ethical leadership, and effective management</p>	2	1	<p>Academic:</p> <p>LS: 11-12. , 11-12.5</p> <p>CTE Anchor:</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>Ethics and Legal Responsibilities:</p> <p>.1, .2, .3, . , .5, .6, .7</p> <p>CTE Pathway:</p> <p>C2.1, C2.2, C2.3, C2. , C2.5, C2.6, C2.7, C2. , C2.9, C2.10</p>
V.	LAW ENFORCEMENT AGENCIES	CR	Lab/ CC	Standards

	<p>Unit 5 Law Enforcement Agencies</p> <p>Summary Understand the scope of the different law enforcement agencies</p> <ol style="list-style-type: none"> 1. Define law enforcement agency. 2. Distinguish between federal and state law enforcement agencies. 3. Distinguish between county and local law enforcement agencies. 4. Identify the goals of local law enforcement. 5. Describe a police department organization. 6. Pass the test on law enforcement agencies with a score of 0 or better <p>Career Ready Practice Standard : Apply technology to enhance productivity</p>	2	2	<p>Academic: RSIT: 11-12.3 WS: 11-12.9</p> <p>CTE Anchor: Ethics and Legal Responsibilities: .1, .2, .3, .4, .5, .6, .7</p> <p>Leadership and Teamwork: 9.2</p> <p>CTE Pathway: C7.9</p>
VI.	THE COMMUNITY AND THE POLICE	CR	Lab/CC	Standards
	<p>Unit 6 The Community and The Police</p> <p>Summary Understand and evaluate the role of the police in the community</p> <ol style="list-style-type: none"> 1. Define community policing. 2. Identify the goals of community policing. 3. Describe the expectations the community has of the police. 4. Describe the role of the police in crime prevention programs. 5. List the opportunities police have to learn from the community. 6. Identify examples of positive and negative police-community relations. 7. Demonstrate strategies that assist police in maintaining positive relations with the community. 8. Pass the test on the community and the police with a score of 0 or better <p>Career Ready Practice Standard 10: Demonstrate creativity and innovation</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.3, 5.</p> <p>CTE Pathway: C5.3, C5.</p>
VII.	CRIME VICTIMS	CR	Lab/CC	Standards
	<p>Unit 7 Crime Victims</p> <p>Summary Understand the effects of crime on the victim and apply interviewing techniques</p> <ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. direct victim of a crime b. indirect victim of a crime 2. Describe the relationship between victim and offender. 3. Describe physical and emotional responses a victim can have to a crime. 4. Describe the guidelines for interviewing a crime victim. 5. Conduct a mock interview of a crime victim. 6. Write a three-paragraph report of the results of the interview. 7. List victim compensation programs. 8. List crime statistics established by the Federal Bureau of Investigation (FBI). 9. Pass the test on crime victims with a score of 0 or better. <p>Career Ready Practice Standard 2: Communicate clearly, effectively, and with reason</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2 WS: 11-12.7 WHSST: 11-12.3, 11-12.</p> <p>CTE Anchor: Technology: .5, .6 Problem Solving and Critical Thinking: 5.2, 5.3</p> <p>CTE Pathway: C5. , C5.6</p>
VIII.	CRIMINAL LAW	CR	Lab/CC	Standards

	<p>Unit Criminal Law</p> <p>Summary Understand crime and the elements of a crime</p> <p>1. Define:</p> <p>a. crime</p> <p>b. criminal law</p> <p>c. civil law</p> <p>d. elements of a crime</p> <p>2. Compare criminal and civil law.</p> <p>3. Identify the basic elements common to all crimes.</p> <p>. Describe three classes of crime:</p> <p>a. felony</p> <p>b. misdemeanor</p> <p>c. infraction</p> <p>5. Define and describe types of property crime.</p> <p>6. List the elements of different types of property crime.</p> <p>7. Define and describe types of crimes against persons.</p> <p>. List the elements of different types of crimes against persons.</p> <p>9. Pass the test on criminal law with a score of 0 or better</p> <p>Career Ready Practice Standard 5: Utilize critical thinking to make sense of problems and persevere in solving them</p>	2	2	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.3, 2.</p> <p>CTE Pathway: C7.9, C7.10</p>
IX.	POLICE OPERATIONS AND PATROL	CR	Lab/ CC	Standards
	<p>Unit 9 Police Operations and Patrol</p> <p>Summary Understand police operations and patrol.</p> <p>1. Define:</p> <p>a. ethics</p> <p>b. unethical behavior</p> <p>2. Identify the duties and responsibilities of the police officer.</p> <p>3. State the Law Enforcement Code of Ethics.</p> <p>. Describe the results of unethical behavior.</p> <p>5. Describe special assignments for the police officer.</p> <p>6. Identify the types of police patrol.</p> <p>7. Analyze the structure and management of patrol.</p> <p>. Identify techniques that preserve officer safety while on patrol.</p> <p>9. Describe and demonstrate radio communication techniques</p> <p>10. Pass the test on patrol techniques with a score of 0 or better.</p> <p>Career Ready Practice Standard 1: Apply appropriate technical skills and academic knowledge</p>	2	2	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C2.1, C2.2, C2.3, C2. , C2.5, C2.6, C2.7, C2. , C2.9, C2.10</p>
X.	SEARCH, SEIZURE AND ARREST	CR	Lab/ CC	Standards

	<p>Unit 10 Search, Seizure and Arrest</p> <p>Summary Understand awful search, seizure, and arrest.</p> <p>Explain the Fourth Amendment to the U.S. Constitution.</p> <p>2. Define probable cause</p> <p>3. Evaluate sources of probable cause.</p> <p>. Define:</p> <p>a. lawful search</p> <p>b. reasonable suspicion</p> <p>c. consensual encounter</p> <p>5. Explain what constitutes lawful searches.</p> <p>6. Explain reasonable suspicion versus consensual encounter.</p> <p>7. Define:</p> <p>a. arrest warrant</p> <p>b. search warrant</p> <p>c. warrantless search</p> <p>. Explain the purpose of an arrest warrant.</p> <p>9. Distinguish between search warrants and warrantless searches.</p> <p>10. Define:</p> <p>a. unlawful detention</p> <p>b. false arrest</p> <p>11. Describe an unlawful detention and false arrest.</p> <p>12. Pass the test on search, seizure, and arrest with a score of 0 or better.</p>	2	2	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.3</p> <p>CTE Pathway: C .1, C .2, C .3</p>
XI.	USE OF FORCE	CR	Lab/ CC	Standards
	<p>Unit 11 Use of Force</p> <p>Summary Understand the policies and guidelines in using force</p> <p>1. State the California Penal Code 35(a) regarding an officer's right to use reasonable and necessary force.</p> <p>2. Explain the use of force options when confronted by hostile suspects.</p> <p>3. Describe the situation that would justify the use of deadly force.</p> <p>. Explain the use of force reporting procedures.</p> <p>5. Role-play situational examples that would result in necessary force.</p> <p>6. Pass the test on search, seizure, and arrest with a score of 0 or better</p> <p>Career Ready Practice Standard 5: Utilize critical thinking to make sense of problems and persevere in solving them</p>	2	2	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C2.5, C2.6, C2.7, C2.9</p>
XII.	TRAFFIC LAW ENFORCEMENT	CR	Lab/ CC	Standards
	<p>Unit 12 Traffic Law Enforcement</p> <p>Summary Understand traffic laws and their enforcement</p> <p>1. State the responsibilities of the traffic officer.</p> <p>2. Describe traffic law enforcement.</p> <p>3. State sections of the Vehicle Code that identify common traffic violations</p>	2	2	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.3, 2.5</p> <p>CTE Pathway: C5. , C5.5</p>

	including: a. driving violations b. pedestrian violations . Demonstrate hand signals used to control traffic. 5. Identify traffic accidents in which the police are called. 6. Review police procedures involved with a traffic accident. 7. Describe driving that might indicate a driver may be under the influence of alcohol and/or drugs. . Define and describe the Field Sobriety Test. 9. Identify and discuss traffic reporting procedures by the California Highway Patrol. 10. Pass the test on Traffic Law Enforcement with a score of 0 or better Career Ready Practice Standard : Apply technology to enhance productivity			
XIII.	CRIMINALS AND JUVENILE DELINQUENTS	CR	Lab/CC	Standards
	Unit 13 Criminals and Juvenile Delinquents Summary Understand the behavior of criminals and juvenile delinquents 1. Define criminal behavior. 2. Identify multiple causes of criminal behavior. 3. Identify characteristics of people who commit crimes. . Define: a. juvenile delinquency b. at-risk juvenile 5. Identify causes of juvenile delinquency. 6. List programs available for parents with at-risk juveniles. 7. Pass the test on criminals and juvenile delinquents with a score of 0 or better Career Ready Practice Standard 2: Communicate clearly, effectively, and with reason	2	2	Academic: WHSST: 11-12.9 CTE Anchor: Responsibility and Flexibility: 7.3 CTE Pathway: C2.1, C2.2, C2.3, C2.
XIV.	GANG AWARENESS	CR	Lab/CC	Standards
	Unit 1 Gang Awareness Summary Understand strategies for recognizing and policing criminal street gangs 1. Identify the origin of street gangs. 2. Identify what constitutes a criminal street gang. 3. Describe a gang member. . Identify graffiti and gang symbols. 5. Describe the role of law enforcement in combating street gangs. 6. Identify and explain gang injunctions mandated by courts. 7. Pass the test on gang awareness with a score of 0 or better.	2	2	Academic: LS: 11-12.1 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5. CTE Pathway: C5.5, C5.6, C5.7
XV.	CONTROLLED SUBSTANCE AWARENESS	CR	Lab/CC	Standards

	<p>Unit 15 Controlled Substance Awareness</p> <p>Summary Understand various substances, their effects, and the laws governing them</p> <p>1. Define controlled substance.</p> <p>2. Describe the impact of drugs on the body.</p> <p>3. Identify the common name(s), symptoms, and physical properties of the following controlled substances:</p> <p>a. stimulants</p> <p>b. hallucinogens</p> <p>c. narcotics</p> <p>cannabis</p> <p>e. depressants</p> <p>f. inhalants</p> <p>. State the Health and Safety Codes that govern illegal use, sale, and transportation of narcotics.</p> <p>5. Recognize the symptoms of a person who is under the influence of alcohol.</p> <p>6. Pass the test on Controlled Substance Awareness with a score of 0 or better</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.3 Health and Safety: 6.2, 6.3, 6. , 6.5, 6.6, 6.7</p> <p>CTE Pathway: C7.9, C7.10</p>
XVI.	ORGANIZED CRIME	CR	Lab/CC	Standards
	<p>Unit 16 Organized Crime</p> <p>Summary Understand the nature and history of organized crime</p> <p>Define organized crime.</p> <p>2. Identify distinctive characteristics of organized crime.</p> <p>3. Give a brief history of organized crime in the United States.</p> <p>. Describe the role of the police officer in combating organized crime.</p> <p>5. Discuss organized crime gangs operating in prisons.</p> <p>6. Pass the test on organized crime with a score of 0 or better.</p> <p>Career Ready Practice Standard 11: Employ valid and reliable research strategies</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Technology: .3,</p> <p>. Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C2.1, C2.2, C2.3, C2. , C2.5</p>
XVII.	INVESTIGATION AND REPORT WRITING	CR	Lab/CC	Standards
	<p>Unit 17 Investigation and Report Writing</p> <p>Summary Understand the nature of police investigation and report writing</p> <p>1. Identify the steps of a preliminary criminal investigation.</p> <p>2. Identify responsibilities of the investigator at the crime scene.</p> <p>3. Describe how to gather crime scene evidence.</p> <p>. Describe how to gather information.</p> <p>5. Draw a sketch of a mock crime scene.</p> <p>6. List physical evidence from a mock crime.</p> <p>7. Role-play interrogating suspects.</p> <p>. Role-play interviewing witnesses.</p> <p>9. State grammar guidelines for investigative reports.</p>			<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12. , 11-12.5, 11-12.6 RSIT: 11-12.1, 11-12.2, 11-12.3</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.</p> <p>CTE Pathway: C5.1, C5.2, C5.3, C5. , C5.5, C5.6, C5.7</p>

	<p>10. Review the organization of information within a paragraph.</p> <p>11. Review the clear use of language in a report.</p> <p>12. Write a three-paragraph report based on the mock crime that includes:</p> <ul style="list-style-type: none"> a. elements of a crime b. statements of victim(s) and/or witness(es) c. details of the crime scene d. physical evidence <p>13. Pass the test on investigation and report writing with a score of 0 or better.</p>			
XVIII.	CORRECTIONS	CR	Lab/ CC	Standards
	<p>Unit 1 Corrections</p> <p>Summary Understand the final stage in the criminal justice system</p> <p>1. Define:</p> <ul style="list-style-type: none"> a. corrections b. criminal justice system c. probation d. correctional institution e. parole <p>2. Explain the purpose of probation.</p> <p>3. Describe correctional institutions.</p> <ul style="list-style-type: none"> . Describe the purpose of parole. <p>5. Pass the test on corrections with a score of 0 or better</p> <p>Career Ready Practice Standard : Model integrity, ethical leadership, and effective management2</p>	2	2	<p>Academic: LS: 11-12.1, 11-12.2</p> <p>CTE Anchor: Technology: .5 Ethics and Legal Responsibilities: .3</p> <p>CTE Pathway: C7.3, C7. , C7.5</p>
XIX.	PHYSICAL TRAINING	CR	Lab/ CC	Standards
	<p>Unit 19 Physical Training</p> <p>Summary Understand how to maintain a healthy lifestyle for police officers</p> <p>1. Describe and evaluate the following elements of a personal fitness program:</p> <ul style="list-style-type: none"> a. cardiovascular b. muscular strength c. flexibility d. muscular endurance e. body composition <p>2. Describe the elements of a workout program.</p> <p>3. Explain the need for proper stretching techniques.</p> <ul style="list-style-type: none"> . Explain how a person can increase cardiovascular endurance. <p>5. Describe a regular work-out routine.</p> <p>6. Describe common exercises in order to increase strength.</p> <p>7. Describe common training injuries.</p> <ul style="list-style-type: none"> . Identify the effects of: a. alcohol 	2	2	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Health and Safety: 6. , 6.5, 6.6</p> <p>CTE Pathway: C .1, C .2, C .3</p>

	b. legal and illegal drugs c. tobacco d. caffeine 9. Describe ways to manage stress. 10. Describe the dangers of steroids. 11. Write up a five-day exercise plan that includes: a. cardiovascular b. muscular strength c. flexibility d. muscular endurance 12. Pass the test on physical training with a score of 0 or better. Career Ready Practice Standard 6: Practice personal health and understand financial literacy			
XX.	WEAPONS OF MASS DESTRUCTION AND TERRORISM AWARENESS	CR	Lab/CC	Standards
	Unit 20 Weapons of Mass Destruction and Terrorism Awareness Summary Understand the nature of weapons of mass destruction and terrorism strategies. 1. Define: a. terrorism b. Department of Homeland Security c. Weapons of Mass Destruction (WMD) 2. Identify terrorist methods. 3. Describe the role of the Department of Homeland Security regarding terrorism. . Identify the following types of WMDs: a. biological b. nuclear c. chemical 5. Identify different terrorist groups. 6. Pass a test on weapons of mass destruction and terrorism awareness with a score of 0 or better Career Ready Practice Standard 11: Employ valid and reliable strategies	2	2	Academic: LS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.2, 2. Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 CTE Pathway: C3.3, C3. , C3.5, C3.6, C3.7, C3. , C3.9, C3.10
XXI.	EMPLOYABILITY SKILLS	CR	Lab/CC	Standards
	Unit 20 Employability Skills Summary Understand job seeking and job keeping procedures 1. Summarize employer requirements for the following: a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork			Academic: LS: 11-12.1 CTE Anchor: Leadership and Teamwork: 9.6, 9.7 CTE Pathway: C1.7, C1. , C1.9

f. timeliness g. communication skills h. computer skills and software applications i. ethics 2. Identify potential employers through traditional and internet sources. 3. Describe the role of electronic social networking in job searches. . Design sample r sum s. 5. Create, save, print, and submit online r sum s. 6. State the importance of filling out a job application legibly, with accurate and complete information. 7. Complete sample job application forms correctly. . Organize and keep copies of applications submitted. 9. State the importance of enthusiasm on a job. 10.State the importance of appropriate appearance on a job. 11.State the importance of the continuous upgrading of job skills. 12.Identify customer service as a method of building permanent relationships between the organization and the customer. 13.Identify the informational materials and resources needed to be successful in an interview. 1 .Describe and demonstrate appropriate interviewing techniques. Career Ready Practice Standard 7: Act as a responsible citizen in the workplace and the community			
--	--	--	--

Entered by:

District: Los Angeles Unified School District ROP/Career Technical Education
Contact: Robert LeBlanc, Specialist
Phone: 213-7 5-3 12
Email: robert.leblanc lausd.net

Course Outline

Public Services

REVISED: July/2014

Course Description:

This competency-based course is designed as a comprehensive introduction to law enforcement and criminal justice. This course describes the necessary skills to become a police officer. The general concepts of law enforcement are presented: laws of arrest, search and seizure, constitutional rights, history of law enforcement, and a working knowledge of the duties of a police officer. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Job Title: Police Officer

Career Pathway: Public Safety

Industry Sector: Public Services

O*NET-SOC CODE: 33-3051.00

CBEDS Title: Law Enforcement

CBEDS No.: 5847

78-85-80

Police Science

Credits: 5

Hours: 90

Prerequisites:

Enrollment requires basic reading and math skills.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components	Location
---------------------------	----------

GOALS AND PURPOSES	Cover
--------------------	-------

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES	pp. 7-13
--	----------

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS ***(continued)***

Course Outline Components	Location
INSTRUCTIONAL STRATEGIES	p. 15
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	pp. 15-16
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

Thanks to LEE POWELL and FRED PRINZ for developing and editing this course outline. Acknowledgment is also given to DARLENE NEILSEN for editing this curriculum, and to ERICA ROSARIO for designing the original artwork for the course covers. Thanks to ISABEL VÁZQUEZ for the leadership she provided in implementing course sequences.

JUDY DE LA TORRE
Specialist
Career Technical Education

APPROVED:

DONNA BRASHEAR
Executive Director
Division of Adult and Career Education

Public Services
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Public Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.

Public Services Pathway Standards

A. Public Safety Pathway

The Public Safety pathway prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public safety organizations, their connections with federal and state intelligence and security agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for the pathway. The careers included in this pathway primarily address law enforcement services, homeland and cyber security services, and correctional services.

Sample occupations associated with this pathway:

- ◆ Animal Control Worker
- ◆ Correctional Officer/Probation Officer
- ◆ Law Enforcement Officer
- ◆ Loss Prevention Specialist
- ◆ Military Service

- A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.
- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
- A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).
- A7.0 Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.
- A8.0 Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).
- A9.0 Demonstrate an understanding of the functions of the U.S. Foreign Service.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Police Science Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Identify classroom and workplace policies and procedures. 4. State the importance of prioritizing work. 5. List the different occupations in the Public Services Industry Sector which have an impact on the role of Police Officers. 6. Describe the role of the California Commission on Peace Officer Standards and Training in the selection and training of police officers. 7. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the security field. 8. Describe opportunities for advancement in law enforcement. 9. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing police officers. 10. Describe classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards. 11. Describe the impact of Environmental Protection Agency (EPA) legislation on the Public Service Industry Sector practices. 12. Explain how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees' rights as they apply to job safety b. employers' obligations as they apply to safety 13. Pass the safety test with 100% accuracy.
<p>B. CIVIL RIGHTS AND CIVIL LIBERTIES</p> <p>Understand civil rights and civil liberties.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. law b. U.S. Constitution c. Bill of Rights 2. Trace the development of the U.S. legal system. 3. List and describe the sources of law in the United States. 4. Describe the freedoms and rights guaranteed to individuals by the U.S. Constitution and the Bill of Rights. 5. Distinguish between civil rights and civil liberties. 6. Trace the quest for civil rights and civil liberties since 1940. 7. Pass the test on Civil Rights and Civil Liberties with a score of 80% or better.

<p>C. THE COURTS AND THE JUDICIAL PROCESS</p> <p>Understand the evolution of modern law and law enforcement.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. state court b. federal court c. U.S. Supreme Court d. justice of the U.S. Supreme Court e. judicial f. jurisdiction g. nonjudicial h. trial i. arbitration j. alternative dispute resolution 2. Describe state court systems. 3. Describe the federal court system. 4. Explain how a justice is chosen for the U.S. Supreme Court. 5. Compare federal and state jurisdiction. 6. Describe how a case proceeds through trial and the phases of a trial. 7. Describe the advantages and disadvantages of arbitration and other nonjudicial methods of alternative dispute resolution. 8. Pass the test on the Courts and the Judicial Process with a score of 80% or better.
<p>D. BRIEF HISTORY OF LAW ENFORCEMENT</p> <p>Understand the evolution of law enforcement.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define law enforcement. 2. Describe the first 100 years of law enforcement in the United States. 3. Trace the evolution of modern law enforcement since 1940. 4. Pass the test on Brief History of Law Enforcement with a score of 80% or better.
<p>E. LAW ENFORCEMENT AGENCIES</p> <p>Understand the scope of the different law enforcement agencies.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define law enforcement agency. 2. Distinguish between federal and state law enforcement agencies. 3. Distinguish between county and local law enforcement agencies. 4. Identify the goals of local law enforcement. 5. Describe a police department organization. 6. Pass the test on Law Enforcement Agencies with a score of 80% or better.
<p>F. THE COMMUNITY AND THE POLICE</p> <p>Understand and evaluate the role of the police in the community.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define community policing. 2. Identify the goals of community policing. 3. Describe the expectations the community has of the police. 4. Describe the role of the police in crime prevention programs. 5. List the opportunities police have to learn from the community. 6. Identify examples of positive and negative police-community relations. 7. Demonstrate strategies that assist police in maintaining positive relations with the community. 8. Pass the test on the Community and the Police with a score of 80% or better.

<p>G. CRIME VICTIMS</p> <p>Understand the effects of crime on the victim and apply interviewing techniques.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. direct victim of a crime b. indirect victim of a crime 2. Describe the relationship between victim and offender. 3. Describe physical and emotional responses a victim can have to a crime. 4. Describe the guidelines for interviewing a crime victim. 5. Conduct a mock interview of a crime victim. 6. Write a three-paragraph report of the results of the interview. 7. List victim compensation programs. 8. List crime statistics established by the Federal Bureau of Investigation (FBI). 9. Pass the test on Crime Victims with a score of 80% or better.
<p>H. CRIMINAL LAW</p> <p>Understand crime and the elements of a crime.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. crime b. criminal law c. civil law d. elements of a crime 2. Compare criminal and civil law. 3. Identify the basic elements common to all crimes. 4. Describe three classes of crime: <ol style="list-style-type: none"> a. felony b. misdemeanor c. infraction 5. Define and describe types of property crime. 6. List the elements of different types of property crime. 7. Define and describe types of crimes against persons. 8. List the elements of different types of crimes against persons. 9. Pass the test on Criminal Law with a score of 80% or better.
<p>I. POLICE OPERATIONS AND PATROL</p> <p>Understand police operations and patrol.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. ethics b. unethical behavior 2. Identify the duties and responsibilities of the police officer. 3. State the <i>Law Enforcement Code of Ethics</i>. 4. Describe the results of unethical behavior. 5. Describe special assignments for the police officer. 6. Identify the types of police patrol. 7. Analyze the structure and management of patrol. 8. Identify techniques that preserve officer safety while on patrol. 9. Describe and demonstrate radio communication techniques. 10. Pass the test on Patrol Techniques with a score of 80% or better.

<p>J. SEARCH, SEIZURE, AND ARREST</p> <p>Understand lawful search, seizure, and arrest.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Explain the Fourth Amendment to the U.S. Constitution. 2. Define probable cause. 3. Evaluate sources of probable cause. 4. Define: <ol style="list-style-type: none"> a. lawful search b. reasonable suspicion c. consensual encounter 5. Explain what constitutes lawful searches. 6. Explain reasonable suspicion versus consensual encounter. 7. Define: <ol style="list-style-type: none"> a. arrest warrant b. search warrant c. warrantless search 8. Explain the purpose of an arrest warrant. 9. Distinguish between search warrants and warrantless searches. 10. Define: <ol style="list-style-type: none"> a. unlawful detention b. false arrest 11. Describe an unlawful detention and false arrest. 12. Pass the test on Search, Seizure, and Arrest with a score of 80% or better.
<p>K. USE OF FORCE</p> <p>Understand the policies and guidelines in using force.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. State the California Penal Code 835(a) regarding an officer's right to use reasonable and necessary force. 2. Explain the use of force options when confronted by hostile suspects. 3. Describe the situation that would justify the use of deadly force. 4. Explain the use of force reporting procedures. 5. Role-play situational examples that would result in necessary force. 6. Pass the test on Use of Force with a score of 80% or better.
<p>L. TRAFFIC LAW ENFORCEMENT</p> <p>Understand traffic laws and their enforcement.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. State the responsibilities of the traffic officer. 2. Describe traffic law enforcement. 3. State sections of the Vehicle Code that identify common traffic violations including: <ol style="list-style-type: none"> a. driving violations b. pedestrian violations 4. Demonstrate hand signals used to control traffic. 5. Identify traffic accidents in which the police are called. 6. Review police procedures involved with a traffic accident. 7. Describe driving that might indicate a driver may be under the influence of alcohol and/or drugs. 8. Define and describe the Field Sobriety Test. 9. Pass the test on Traffic Law Enforcement with a score of 80% or better.

<p>M. CRIMINALS AND JUVENILE DELINQUENTS</p> <p>Understand the behavior of criminals and juvenile delinquents.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define criminal behavior. 2. Identify multiple causes of criminal behavior. 3. Identify characteristics of people who commit crimes. 4. Define: <ol style="list-style-type: none"> a. juvenile delinquency b. at-risk juvenile 5. Identify causes of juvenile delinquency. 6. List programs available for parents with at-risk juveniles. 7. Pass the test on Criminals and Juvenile Delinquents with a score of 80% or better.
<p>N. GANG AWARENESS</p> <p>Understand strategies for recognizing and policing criminal street gangs.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Identify the origin of street gangs. 2. Identify what constitutes a criminal street gang. 3. Describe a gang member. 4. Identify graffiti and gang symbols. 5. Describe the role of law enforcement in combating street gangs. 6. Pass the test on Gang Awareness with a score of 80% or better.
<p>O. CONTROLLED SUBSTANCE AWARENESS</p> <p>Understand various substances, their effects, and the laws governing them.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define controlled substance. 2. Describe the impact of drugs on the body. 3. Identify the common name(s), symptoms, and physical properties of the following controlled substances: <ol style="list-style-type: none"> a. stimulants b. hallucinogens c. narcotics d. cannabis e. depressants f. inhalants 4. State the Health and Safety Codes that govern illegal use, sale, and transportation of narcotics. 5. Recognize the symptoms of a person who is under the influence of alcohol. 6. Pass the test on Controlled Substance Awareness with a score of 80% or better.
<p>P. ORGANIZED CRIME</p> <p>Understand the nature and history of organized crime.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define organized crime. 2. Identify distinctive characteristics of organized crime. 3. Give a brief history of organized crime in the United States. 4. Describe the role of the police officer in combating organized crime. 5. Pass the test on Organized Crime with a score of 80% or better.

<p>Q. INVESTIGATION AND REPORT WRITING</p> <p>Understand the nature of police investigation and report writing.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Identify the steps of a preliminary criminal investigation. 2. Identify responsibilities of the investigator at the crime scene. 3. Describe how to gather crime scene evidence. 4. Describe how to gather information. 5. Draw a sketch of a mock crime scene. 6. List physical evidence from a mock crime. 7. Role-play interrogating suspects. 8. Role-play interviewing witnesses. 9. State grammar guidelines for investigative reports. 10. Review the organization of information within a paragraph. 11. Review the clear use of language in a report. 12. Write a three-paragraph report based on the mock crime that includes: <ol style="list-style-type: none"> a. elements of a crime b. statements of victim(s) and/or witness(es) c. details of the crime scene d. physical evidence 13. Pass the test on Investigation and Report Writing with a score of 80% or better.
<p>R. CORRECTIONS</p> <p>Understand the final stage in the criminal justice system.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. corrections b. criminal justice system c. probation d. correctional institution e. parole 2. Explain the purpose of probation. 3. Describe correctional institutions. 4. Describe the purpose of parole. 5. Pass the test on Corrections with a score of 80% or better.
<p>S. PHYSICAL TRAINING</p> <p>Understand how to maintain a healthy lifestyle for police officers.</p>	<ol style="list-style-type: none"> 1. Describe and evaluate the following elements of a personal fitness program: <ol style="list-style-type: none"> a. cardiovascular b. muscular strength c. flexibility d. muscular endurance e. body composition 2. Describe the elements of a workout program. 3. Explain the need for proper stretching techniques. 4. Explain how a person can increase cardiovascular endurance. 5. Describe a regular work-out routine. 6. Describe common exercises in order to increase strength. 7. Describe common training injuries. 8. Identify the effects of: <ol style="list-style-type: none"> a. alcohol b. legal and illegal drugs c. tobacco d. caffeine 9. Describe ways to manage stress.

<p>(5 hours)</p>	<ol style="list-style-type: none"> 10. Write up a five-day exercise plan that includes: <ol style="list-style-type: none"> a. cardiovascular b. muscular strength c. flexibility d. muscular endurance e. body composition 11. Pass the test on Physical Training with a score of 80% or better.
<p>T. WEAPONS OF MASS DESTRUCTION AND TERRORISM AWARENESS</p> <p>Understand the nature of weapons of mass destruction and terrorism strategies.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. Terrorism b. Department of Homeland Security c. Weapons of Mass Destruction (WMD) 2. Identify terrorist methods. 3. Describe the role of the Department of Homeland Security regarding terrorism. 4. Identify the following types of WMDs: <ol style="list-style-type: none"> a. biological b. nuclear c. chemical 5. Pass a test on Weapons of Mass Destruction and Terrorism awareness with a score of 80% or better.
<p>U. EMPLOYABILITY SKILLS</p> <p>Understand job-seeking and job-keeping procedures.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Summarize employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills h. computer skills and software applications 2. Identify potential employers through traditional and internet sources. 3. Describe the role of electronic social networking in job searches. 4. Design sample résumés. 5. State the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 7. State the importance of enthusiasm on a job. 8. State the importance of appropriate appearance on a job. 9. State the importance of the continuous upgrading of job skills. 10. Identify customer service as a method of building permanent relationships between the organization and the customer. 11. Identify the informational materials and resources needed to be successful in an interview. 12. Describe and demonstrate appropriate interviewing techniques. 13. Describe and demonstrate appropriate follow-up procedures.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Adams, Thomas F. Police Field Operations, 7th Edition. Prentice Hall, 2006.

Caldero, Michael A. and John P. Crank. Police Ethics, 3rd Edition. Anderson, 2010.

Lyman, Michael D. The Police: An Introduction, 4th Edition. Prentice Hall, April 2009.

Hess, Karen M. and Christine Hess Orthmann. Introduction to Law Enforcement and Criminal Justice, 10th Edition. Delmar Cengage Learning, 2011

State of California 2010 Vehicle Code. California Department of Motor Vehicles, 2010

Walker, Jeffrey T., John C. Klotter, and Craig Hemmens. Legal Guide for Police: Constitutional Issues, 9th Edition. Anderson, 2010.

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Public Service

<http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture
- B. Group discussion
- C. Class study groups
- D. Role play
- E. Multimedia presentations
 - 1. Films
 - 2. Slides

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Civil Rights and Civil Liberties – Pass all assignments and exams on civil rights and civil liberties with a minimum score of 80% or higher.

SECTION C – The Courts and the Judicial Process – Pass all assignments and exams on the courts and the judicial process with a minimum score of 80% or higher.

SECTION D – Brief History of Law Enforcement – Pass all assignments and exams on brief history of law enforcement with a minimum score of 80% or higher.

SECTION E – Law Enforcement Agencies – Pass all assignments and exams on law enforcement agencies with a minimum score of 80% or higher.

SECTION F – The Community and the Police – Pass all assignments and exams on the community and the police with a minimum score of 80% or higher.

SECTION G – Crime Victims – Pass all assignments and exams on crime victims with a minimum score of 80% or higher.

SECTION H – Criminal Law – Pass all assignments and exams on criminal law with a minimum score of 80% or higher.

SECTION I – Police Operations and Patrol – Pass all assignments and exams on police operations and patrol with a minimum score of 80% or higher.

SECTION J – Search, Seizure, and Arrest – Pass all assignments and exams on search, seizure, and arrest with a minimum score of 80% or higher.

SECTION K– Use of Force – Pass all assignments and exams on use of force with a minimum score of 80% or higher.

SECTION L – Traffic Law Enforcement – Pass all assignments and exams on traffic law enforcement with a minimum score of 80% or higher.

SECTION M – Criminals and Juvenile Delinquents – Pass all assignments and exams on criminals and juvenile delinquents with a minimum score of 80% or higher.

SECTION N – Gang Awareness – Pass all assignments and exams on gang awareness with a minimum score of 80% or higher.

SECTION O – Controlled Substance Awareness – Pass all assignments and exams on controlled substance awareness with a minimum score of 80% or higher.

SECTION P – Organized Crime – Pass all assignments and exams on organized crime with a minimum score of 80% or higher.

SECTION Q – Investigation and Report Writing – Pass all assignments and exams on investigation and report writing with a minimum score of 80% or higher.

SECTION R – Corrections – Pass all assignments and exams on corrections with a minimum score of 80% or higher.

SECTION S – Physical Training – Pass all assignments and exams on physical training with a minimum score of 80% or higher.

SECTION T – Weapons of Mass Destruction and Terrorism Awareness – Pass all assignments and exams on weapons of mass destruction and terrorism awareness with a minimum score of 80% or higher.

SECTION U – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color,
national origin, gender, or physical disability.



Reseda Charter High School Police Academy Magnet
POLICE SCIENCE

Instructors: Coach Mo, Officer Galindo & Officer Soriano
Room Number: PA Classroom

COURSE DESCRIPTION: Police Science is designed as a comprehensive introduction to law enforcement and criminal justice. This course describes the necessary skills to become a police officer. The general concepts of law enforcement are presented: laws of arrest, search and seizure, constitutional rights, history of law enforcement, and a working knowledge of the duties of a police officer. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Topics of Instruction

Unit 1: ORIENTATION AND SAFETY:

- Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations, Law enforcement Leadership and student leadership in the classroom.
- Pass the test on classroom with a score of 80% or better

Unit 2: BRIEF HISTORY OF LAW ENFORCEMENT: Understand the evolution of law enforcement.

- Define Law Enforcement.
- Describe the first 100 years of law enforcement in the United States
- Trace the evolution of modern law enforcement since 1940
- Pass the test on Brief History of Law Enforcement with a score of 80% or better

Unit 3: PACKET INFORMATION BASICS

- Phonetic Alphabet, Military Time,
- 6 Core Values,
- Commands and Command Voice
- Bureaus and Divisions
- 16 Leadership Traits
- Pass the test on Packet Information Basics with a score of 80% or better

Unit 4: Codes

- Radio Codes: Students will know and be able to call out and know the meaning and use of all radio codes.
- Penal Codes: Students will know and be able to call out and know the meaning and use of all penal codes.
- Pass the test on Radio and Penal with a score of 80% or better

Unit 5: LAW ENFORCEMENT AGENCIES: Understand the scope of the different law enforcement agencies

- Define law enforcement agency
- Distinguish between federal and state law enforcement agencies
- Distinguish between county and local law enforcement agencies
- Identify the goals of local law enforcement
- Describe a police department organization
- Pass the test on Law Enforcement Agencies with a score of 80% or better

Unit 6: THE COMMUNITY AND THE POLICE: Understand and evaluate the role of the police in the community

- Define community policing
- Identify the goals of community policing
- Describe the expectations the community has of the police
- Describe the role of the police in crime prevention programs
- List the opportunities police have to learn from the community
- Identify examples of positive and negative police- community relations
- Demonstrate strategies that assist police in maintaining positive relations with the community
- Pass the test on community policing with a score of 80% or better

Unit 7: CRIME VICTIMS: Understand the effects of crime on the victim and apply interviewing techniques

- Indirect and Direct victim of a crime
- Describe that relationship between victim and offender
- Describe physical and emotional responses a victim can have to a crime
- Describe the guidelines for the interviewing a crime victim
- Conduct a mock interview of a crime victim
- Write a three paragraph report of the results of the interview
- List victim compensation programs
- List crime statistics establishes by the Federal Bureau of Investigation
- Pass the test on understanding the crime victim with a score of 80% or better

Unit 8: CIVIL RIGHTS AND CIVIL LIBERTIES: Understand civil rights and civil liberties

- Define law, U.S. Constitution and Bill of Rights
- Trace the development of the U.S. Legal System
- List and describe the source of law in the United States
- Describe the freedoms and rights guaranteed to individuals by the U.S. Constitution and Bill of Rights
- Distinguish between Civil Rights and Civil Liberties
- Trace the quest for civil rights and civil liberties since 1940
- Pass the test on Civil rights and Civil liberties with a score of 80% or better

Grading Policy:

Your grade will be determined by points received on homework, quizzes, tests, projects and writing assignments. You will have daily homework that will range from journaling and note taking to

outlining and vocabulary. This is essential to ensure that you keep up with the class and that material is covered in a timely fashion. There will be a test given at the end of every unit, which translates into six exams. Unit exams will carry a higher number of points. There will be 1-2 writing assignments issued every two weeks, giving each student time to develop their thesis and master their writing skills. In addition to these individual assignments, there will be several group projects. Grades will be given on a percentage scale as follows:

A 100 – 90%	D 69 – 60%
B 89 – 80%	F 59% - and lower
C 79 – 70%	

Work Habit grades will be given based on assignments; an E will be given to a student with zero missing assignments in a grading period, an S will be given to a student with one to three missing assignments in a grading period, and a U will be given to any student with more than three missing assignments in a given grading period.

Late Work: You may only turn in late work for a current grading period. Quizzes and tests must be made up within a week of your absence. You will have to take the missed quiz at nutrition on Wednesday and missed tests on Friday at lunch. Keep in mind that if you miss a test, you will only have a fourth of the time to make it up.

Attendance Policy:

You are required to follow the attendance policy of the school. Your attendance will have a direct connection to your grade. You will receive participation points that are determined on whether you are in class or not. If you are not in class you cannot participate. 2 points will be given per class period and 1 point will be given if you are tardy to class. If you fail to show up to class, with the exception being a school-approved activity, you will not receive points for the day. In order to be successful, you must attend class on a regular basis.

Materials Needed:

1. Three ring binder
2. Divider Tabs
 - a. Class Notes
 - b. Journals
 - c. Law Lessons
 - d. Newspaper Articles/Current Events
 - e. Tests/Quizzes/Essays
3. Agenda/Organizer
4. Police Academy Magnet Manual

Materials Recommended:

5. Flash Drive
6. An email address to communicate with the instructor
7. Colored Pencils and a ruler for maps and projects.

Reseda High School Schoolwide Learners:

In my class, students do much of their work in cooperative learning groups. I believe this type of activity helps students to learn while practicing how to achieve the Reseda High School SLO's:

- I. Effective Communicators-*Speak with Kindness and intelligence*
- II. Critical Thinkers-*Dare to create*
- III. Self-Directed Learners-*Take initiative*
- IV. Responsible Citizens-*Be a good neighbor*
- V. Healthy Individuals-*Sleep Smart, Eat Smart, Move Smart*

Summer School English Language Arts: Grade 11 Curriculum Recommendations

<i>SPRINGBOARD: AMERICAN LITERATURE AND COMPOSITION</i>	
Unit	Assessment
Unit 1 The American Dream Activities: 1.1-1.10	Embedded Assessment 1: Writing a Definition Essay
Unit 3 American Forums: The Marketplace of Ideas Activities: 2.1 - 2.13	Embedded Assessment 1: Creating an Op-Ed News Project

<i>SPRINGBOARD: CONTEMPORARY COMPOSITION</i>	
Unit	Assessment
Unit 4 The Pursuit of Happiness Activities: 4.1 - 4.16	Embedded Assessment 1: Writing a Personal Essay
Unit 5 An American Journey Activities: 5.1 - 5.16	Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance

Summer School CONTEMPORARY COMPOSITION: *myPerspectives*

UNIT 4

Essential Question: “What is the relationship between literature and place?”

Explanatory Essay Performance Assessment -Task and Rubric p.540-541

Prompt: What makes certain places live on in our memory? Task Standards: W11-12.2A-F

Text	TE Page #	Program Activities	Program Strategies	Standards
Bright Horizons, Challenging Realities	402	Historical Perspective		
A Literature of Place	463	Vocabulary Key Ideas Imagery		RI11-12.3 L11-12.4 L11-12.2a
From Dust Tracks on the Road	481	Vocabulary Author’s Perspective Word Choice Anecdotes Figurative Language	Evidence Log	RI11-12.6 L11-12.4 RI11-12.4 L11-12.5a SL11-12.6
Chicago	495	Vocabulary		RL11-12.4 RL11-12.5 L11-12.4b
Sandburg’s Chicago	503	Media Vocabulary Photography Subject Motifs Depth of Field Focal Points		RI11-12.7 W11-12.9
Cloudy Day	515	Similes Repetition Multiple Meanings Flashback		RL11-12.5 RL11-12.4

Summer School CONTEMPORARY COMPOSITION: *myPerspectives*

UNIT 5

Essential Question: How do we respond when challenged by fear?

Argument Performance Assessment - Task and Rubric p.746-747

Prompt: Is fear always a harmful emotion? Task Standard: W11-12.1a-f

Text	TE Page #	Program Activities	Program Strategies	Standards
Is It Foolish to Fear? (Launch Text)	548		Word Network Quick Write	
From Farewell to Manzanar	704	Vocabulary Point of View Mood Topic Sentences	Annotation Evidence log	RI11-12.3 RI11-12.6 L11-12.4d
Interview with George Takei https://youtu.be/yogXJl9H9z0	716	Media Vocabulary Setting Media Analysis Writing to Compare	Graphic Organizer Evidence Log Comparison Essay	RI11-12.7 LRI11-12.6 W11-12.2
Antojos	722	Vocabulary Plot Cultural Context Point of View Narrative Structure Pronouns/Antecedents Research	Graphic Organizer Research Plan	RI11-12.10 RI11-12.6 SL11-12.1d L11-12.4b

Summer School CONTEMPORARY COMPOSITION: *myPerspectives*

UNIT 6

Essential Question: What do stories reveal about the human condition?

Narrative Short Story Performance Assessment - Task and Rubric p.866-867

Prompt: How does a fictional character or characters respond to life-changing news?

Task Standard: W11-12.1a-e

Text	TE Page #	Program Activities	Program Strategies	Standards
Old Man at the Bridge	754	Summary Discussion Details Dialogue	Word Network Quick Write	Narrative Model
A Brief History of the Short Story	821	Vocabulary Extended Metaphor Causality Sequence Active/Passive Voice	Graphic Organizer	RI11-12.3 W11-12.7 L11-12.4b L11-12.4a
An Occurrence at Owl Creek Bridge	829	Vocabulary Foreshadowing Point of view Story Ending Run-ons/ Fragments	Word Network Evidence Log	RL11-12.4a L11-12.1a RI11-12.10 L11-12.3a RL11-12.5 L11-12.4 L11-12.4b
The Jilting of Granny Weatherall	843	Vocabulary Character Infer Key Ideas Interpreting a Symbol Point of view Interior monologue Metaphor/Simile	Word Network Evidence Log	RL11-12.10 L11-12.4 RL11-12.6 RL11-12.4 L11-12.5 W11-12.9 W11-12.2 W11-12.5

Summer School ENGLISH 11A: *Collections*

UNIT 4 A New Birth of Freedom (p.275-276e)

“My father was a slave and my people died to build this country, I’m going to stay here and have a part of it.”

Performance Assessment: Argument - Task p.103, Rubric p.106

Prompt: Prepare a persuasive speech about a kind of freedom you would like to see expanded in today’s world.

Task Standards: W11-12.1a-f; W11-12.9a-b; SL11-12.4; SL11-12.4b; L11-12.3a

Text	TE Page #	Genre	Program Activities	Standards
Second Inaugural Address	277	Speech	Vocabulary Evaluate Argument: Claims, Reasons, Evidence, Premise Balanced Sentences	RI11-12.1,2,5,8,9 SL11-12.1a,c L2,3a,4c
What to the Slave is the Fourth of July?	285	Speech	Author’s Point of View Ethos, Pathos, Logos Rhetorical devices Rhetorical question Balanced question Deductive reasoning Metaphor Antithesis	RI11-12.1,2,4,6,8 W11-12.1c,4 SL11-12.1b, d, 3 L.3a,4,c, d
Declaration of Sentiments	295	Public Document	Author’s Purpose, Theme, Rhetorical Feature Claims/ Evidence Repetition Parallelism	RI11-12. 1,3,6,9 W11-12 .2 L11-12.4b
Building the Transcontinental Railway	301	History Writing	Vocabulary Sequence Tone & Style	RI11-12.3,4,6 W 11-12.7, 8 SL11-12.1a,3,4,5 L11-12.3a,4a,d

Summer School ENGLISH 11B: *Collections*

UNIT 5 An Age of Realism (p.327-32e)

“Reality is that which, when you stop believing in it, doesn’t go away.”

Performance Task: Analysis - Task p.405, Rubric p.408

Prompt: Write an analytical essay that focuses on the themes and central ideas expressed in this unit.

Task Standards: W11-12.2a-f; W11-12.4; W11-12.5; W11-12.9a-b; L11-12.1

Text	TE Page #	Genre	Program Activities	Standards
To Build a Fire	331	Short Story	Realism & Naturalism Irony Author’s Purpose Tone Mood Foil	RL11-12.1-6,10 W11-12.3 W11-12.5 SL11-12.1 L11-12.3a L11-12.4c L11-12.6
<i>from</i> The Jungle	351	Novel	Author’s Choices Author’s Purpose	RL11-12.1-6 RI11-12.1,2,4,5,6 W11-12.2,3,4,7,8,10 SL11-12.1,3,4 L11-12.2,3a,4b,4e
The Lowest Animal	373	Essay	Vocabulary Author’s Purpose Satire Idioms Exaggeration Humor Irony Anaphora	RI11-12.1 RI11-12.2 RI11-12.4 RI11-12.6 RI11-12.10 SL11-12.2 SL11-12.6 L11-12.3a L11-12.4c L11-12.5a L11-12.5b L11-12.6

Summer School ENGLISH 11B: *Collections*

UNIT 6 The Modern World (p.409-410e)

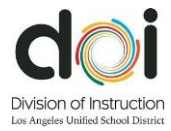
“Everybody gets so much information all day that they lose their common sense.”

Performance Task: Reflective Narrative - Task p.605, Rubric p.608

Prompt: Write a reflective narrative about an experience you have had with information overload.

Task Standards: W11-12.3a-e; W11-12.5; SL11-12.6; L11-12.5

Text	TE Page #	Genre	Program Activities	Standards
The End of the Worlds as We Know Them	587	Argument/Reflective Narrative	Determine Author’s Purpose Argument by Analogy Draw Conclusions	RI11-12.1, RI11-12.2 RI11-12.5-6
Poems of the Harlem Renaissance Song of the Son From the Dark Tower A Black Man Talks of Reaping	438	Poetry	Analyze Language Metaphor Sonnet Petrarchan Sonnet Octave Sestet	RL11-12.2 RL11-12.4 RL11-12.5 RL11-12.9 W11-12.2 W11-12.10
The Coming Merging of Minds and Machines	569	Science Essay	Character Motivation Inferences Structure- Direct Address Flash Forward Narrative Summary Foreshadowing Imagery Symbol Dialogue	RL11-12.1-5 W11-12.3a W11-12.3d L11-12.3a L11-12.4c
The Mending Wall/ Death of the Hired Man	445/448	Poetry	Analyze for Ambiguity Setting/dialogue Elements of Narrative Poetry- characterization/conflict/plot	RL11-12.2 RL11-12.4 RL11-12.5 RL11-12.9 W11-12.2



Summer School Contemporary Composition: Study Sync

UNIT 3: Modern Times

Essential Question: How is what it means to be “American” in the 20th century defined by changes in the times?

Extended Writing Project: Argument with Counterclaim

Prompt: What major historical events, scientific discoveries, or cultural trends do you think had a significant impact on how Americans redefined themselves during the 20th century? (Use two texts)

Task Standards: RI11-12.1,2,4,5; W11-12.1a,b,c,d,e,f,5,8,10; SL11-12.1a,c

Text	Genre	Program Strategies	Standards
One Human to Another	Poetry	First Read Skill- Compare & Contrast Close Read	RI11-12.1,2,4,5,9,10 W11-12.1a,b,4,5,6,9a,10 SL11-12.1a,b,c,d,2,6 L11-12.1,2,3,4a,c,d,5,6
Brown vs. Board of Education	Informational	First Read Skill Lesson - Arguments and Claims Close Read	RI11-12.1,4,5,6,8,10 SL11-12.1a,b,c,d,2,5,6 L11-12.4a,c,d,6
Theme for English B	Poetry	First Read Skill Lesson - Central or Main Idea Close Read Blast - Words or Images	RI11-12.1,4,5,10 W11-12.1b,4,5,6,7,8,9a,10 SL11-12.1a,b,c,d,2,4,6 L11-12.1a,3,4a,5,6
American Dreams	Blast	Create your blast Answer the QuikPoll	RI11-12.1,3,4 RL11-12.1,4 W11-12.1a,2a,3,6,10 SL11-12.1a,c,d, L11-12.4a

Summer School Contemporary Composition: Study Sync

UNIT 4: Seeking Romance

Essential Question: How can love seem so good, but sometimes seem so bad?

Extended Writing Project: Narrative

Prompt: Write a narrative for young adult readers drawn from themes in this unit to create a modern tale of love.

Task Standards: RL11-12.1,2,3,4,5; RI11-12.1,2; W11-12.3a,b,c,d,e,9; SL1.1a,b,c,d,2,6; L11-12.2a

Text	Genre	Program Activities	Standards
Cyrano de Bergerac	Drama	First Read Skill Lesson - Irony Skill Lesson - Structure Close Read	RI11-12.1,2,3,4,5,6,10 W11-12.1a,b,4a,c,d,5,6,9a,b,10 SL11-12.1a,b,c,d,2,3,6 L11-12.3a,4a,4d,5a,6
Love Is Not All	Poetry	First Read Skill Lesson - Figurative Language Close Read	RL11-12.1,4,10 W11-12.1a,b,4,5,6,9a,10 SL11-12.1a,c,2,6a L11-12.1a,2,4a,b,c,d,5a,5b,6
What Is Love: Five Theories on the Greatest Emotion of All	Informational	First Read Skill Lesson - Informational Text Structure Close Read	RI11-12.1,2,4,5,10 W11-12.2a,2b,4,5,6,9b,10 SL11-12.1a,b,c,d,2,6 L11-12.1,2a,b,4,4a,b,c,d,5,5b,6

Division of Instruction
Secondary Literacy/English Language Arts
High School English Language Arts Textbook Adoption:
Course Descriptions

English 9AB

The major purpose of this course is for students (*including English learners and students with disabilities*) to analyze increasingly sophisticated literary and informational texts to produce clear and coherent writing as they transition from middle to high school. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

In the grade nine English Language Arts course, students must be able to independently and proficiently read texts from a variety of genres, including both informational and literary texts. To build such proficiency, students must engage in critical close reading of sufficiently complex grade-level texts. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

Representative Performance Outcomes and Skills

Reading

In this course, students will know and be able to:

- Proficiently read both informational and literary texts of varying lengths in the grades 9-10 complexity band, with scaffolding as needed at the high end of the band
- Independently employ a variety of strategies to determine meaning of texts and unfamiliar vocabulary
- Analyze text for what it says explicitly as well as for what is inferred from it
- Cite evidence to support analyses and assertions, and explain why the evidence is appropriate and relevant
- Determine a theme or central idea in a text and analyze its development over the course of the text
- Analyze how complex characters develop over the course of a text, including how they advance the plot or help develop the theme

- Analyze how an author unfolds an analysis or series of ideas or events, including sequencing, introduction and development of points, and the connections drawn between them
- Analyze the cumulative impact of specific word choices on meaning and tone
- Analyze how text structure contributes to the meaning, tone and mood of a text
- Determine an author's point of view or purpose in a text, and analyze how the author uses rhetoric to advance that purpose
- Analyze the various accounts or representations of a subject or a key scene in two different mediums, including what is emphasized or absent in each
- Analyze how an author draws on and transforms source material in a specific work
- Delineate and evaluate the argument and specific claims in a text, and assess the relevancy and sufficiency of evidence; identify false statements and fallacious reasoning

Writing

In this course, students will know and be able to:

- Write arguments to support claims

English 10AB

The major purpose of this course is for students (*including English learners and students with disabilities*) to analyze in greater depth complex literary and informational texts from a variety of text-types and genres, which provide opportunities for thoughtful and thought-provoking discussion. These texts will lead to writing that demonstrates a heightened understanding of audience, strong understanding of purpose, and stylistic development. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

In the grade ten English Language Arts course, students must be able to independently and proficiently read texts from a variety of genres, including both informational and literary texts. To build such proficiency, students must engage in critical close reading of sufficiently complex grade-level texts. As in all grades, reading, writing, and speaking and listening are reciprocal skills. "Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy" (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#)

American Literature and Composition

The major purpose of this course is for students (*including English learners and students with*

disabilities) to analyze rich, complex literary and informational texts that reflect the diverse voices and cultures in the United States, spanning from the pre-colonial period to contemporary times. The texts will encourage a variety of opinions that can be discussed in a various contexts and provide students multiple entry points to further develop their writing voice and style. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

In American Literature and Composition, students must be able to independently and proficiently read and discuss complex texts from a variety of genres, including both informational and literary texts. To build such proficiency, students must engage in critical close reading of sufficiently complex grade-level texts and ideas. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

Contemporary Composition (grade 11)

The major purpose of this course is to explore ideas, issues, and themes from a variety of rich and complex contemporary texts across genres and to focus on writing coherent and more stylistically complex texts that convey well-defined perspectives and tightly reasoned arguments with an increased understanding of purpose, audience, and rhetorical complexity. Students will read, write, speak, and think about the structure, style, content, and purpose of contemporary literature (fiction, nonfiction, and visual texts) through different lenses and various perspectives to investigate personal, American, and global views on current events, issues, and themes. . According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary and informational texts that reflect the diverse voices and cultures in the United States and provides models and structures for students to further develop their writing voice and style. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for

development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

Expository Composition (grade 12-one semester)

The major purpose of this course is to provide writing experiences (multiple genres, including narrative, argument, and expository) that solidify students’ preparation for college and career writing, focusing on voice, style, clarity of expression, coherence and the conventions of writing. Students will read, write, speak, and think about the structure, style, content, and purpose of contemporary literature (fiction, nonfiction, and visual texts) through different lenses and various perspectives to deeply explore personal views, local, state, and/or global current events, issues, and themes. Students will read a wide variety of contemporary essays, articles, and other nonfiction texts to deeply explore contemporary ideas, issues, and themes. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary and informational texts that reflect the diverse voices and cultures in the United States and provides models and structures for students to further develop their writing voice and style. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

Advanced Composition (grade 12-one semester)

The major purpose of this course is to provide rich and varied writing experiences (multiple writing genres, including narrative, argument, and expository) that solidifies students’ preparation for college and career writing, focusing on the development of voice, exploring a variety of styles, and structural complexity. Students will read, write, speak, and think about the structure, style, content, and purpose of contemporary literature (fiction, nonfiction, and visual texts) through different lenses and various perspectives to deeply explore personal views, local, state, and/or global current events, issues, and themes. Students will read a wide variety of contemporary essays, articles, and other nonfiction texts to deeply explore and address contemporary ideas, issues, and themes. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and

Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary and informational texts that reflect the diverse voices and cultures in the United States and provides models and structures for students to further develop their writing voice and style. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

English Literature

The major purpose of this semester elective course is to study selected literature by British authors. The selected works are organized by genres or themes that explore significant contemporary philosophical, political, religious, ethical, and social influences of historical periods. Students read and respond (write and discuss) to historically or culturally significant works of literature. This course examines the artistic qualities of the works studied and their contributions to an understanding of universal themes, concepts, and ideas that have been addressed in various time periods and are relevant to society today. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary texts that reflect the diverse voices and cultures in British literature. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

World Literature (grade 12-one semester)

The major purpose of this semester course is to study world literature in order to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic, social, and cultural contributions to global literature. The selected works are organized by genres (fiction and nonfiction) or themes that explore values, ideas and ideals both similar to and different from our own and to the literary quality of the work. Students will develop an understanding of international works

through investigations of universal themes across cultural, social, historical contexts and evaluations of how the influences of the regions and historical eras shaped the characters, plots, and settings. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary texts that reflect the diverse voices and cultures in world literature. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

Modern Literature (grade 12-one semester)

The major purpose of this semester elective course is to study significant works of the Modern literary movement. The selected works are organized by genre, including mass media, or themes that deepen students’ knowledge and understanding of the universal themes across social and historical contexts and evaluations of how the influences of the regions and historical events shaped the discourse across genres. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary texts that reflect the diverse voices and cultures in Modern literature. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#).

Asian-American Literature (semester course)

The major purpose of this semester elective course is to study selected literature by Asian American and Asian American Pacific Islander writers. The selected works are organized by genres or themes that explore the Asian American and Pacific Islander communities, lives and culture. Students will have opportunities to analyze literary contributions of Asian American texts and make connections between the philosophical arguments present in the works through an investigation of related political, sociological, and cultural constructs. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary texts that reflect the diverse voices in Asian American and Pacific Islander literature. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#)

African-American Literature (semester course)

The major purpose of this Calif. Standards-aligned semester elective course is to study selected literature by African American writers. The selected works are organized by genres or themes that explore the African American communities, lives and culture. Students will have opportunities to analyze literary contributions of African American texts and make connections between the philosophical arguments present in the works through an investigation of related political, sociological, and cultural constructs. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary texts that reflect the diverse voices in African American literature. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of

literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#)

Mexican-American Literature (one semester)

The major purpose of this Calif. Standards-aligned semester elective course is to study selected literature by Mexican American writers. The selected works are organized by genres or themes that explore Mexican American communities, lives and culture. Students will have opportunities to analyze literary contributions of Mexican American texts and make connections between the philosophical arguments present in the works through an investigation of related political, sociological, and cultural constructs. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses. According to *The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve* (ELA/ELD Framework):

The CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>) for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. (See Chapter 1 for the list of Anchor Standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically (Ch. 7, pg. 5).

This course prepares students (*including English learners and students with disabilities*) for college-level writing that analyzes rich, complex literary texts that reflect the diverse voices in Mexican American literature. As in all grades, reading, writing, and speaking and listening are reciprocal skills. “Reading development does not take place in isolation; instead, a child develops simultaneously as reader, listener, speaker, and writer....[I]ntegrating reading and writing has multiple benefits for development of literacy” (National Writing Project & Carl Nagin, 2006, pg. 33). Therefore, students must have frequent exposure to a variety of writing tasks, including formal and informal, on-demand and extended, and informational, argumentative, and narrative. For more discussion on reading and writing instruction, please see [Appendix A of the CCSS](#)

Journalism 1AB (grades 9-12)

The major purpose of this year-long elective course is to focus on writing and publishing the school newspaper/magazine at an introductory level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers and magazines, including the graphics and headers, and explain how the writers use the features to achieve their purpose. They will evaluate the credibility of a writer’s argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the writer’s intent affects the structure and tone of the text. As writers, they will generate relevant questions about readings and issues that can be researched and refine their skill in using precise language, action verbs, sensory details.

Journalism 2AB (grades 10-12)

The major purpose of this year-long elective course is to focus *in-depth* on writing and publishing the school newspaper/magazine at an *advanced* level. Students will read, write, and discuss to develop

mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about writer's arguments by using elements of the text to defend and clarify interpretations; critique the power, validity and truthfulness of arguments set forth in articles and public documents; critique the appeal of the articles to both friendly and hostile audiences; and, examine the extent to which the writer anticipates and addresses reader concerns and counterclaims. They will revise text to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistency with the purpose, audience, and genre.

Speech A/B (grades 10 -12)

The major purpose of this course is to offer instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussion and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. Students will also read, discuss, and write about speeches in order to interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. They will analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures.

List of Adopted Textbooks**CORE ELA/ELD (INTEGRATED) – ENGLISH 9 A/B and 10 A/B; AMERICAN LITERATURE & COMPOSITION (1 semester) and AMERICAN AUTHORS & COMPOSITION A/B**

Rating	Title	Publisher
1	<i>My Perspectives</i>	Pearson
2	<i>StudySync</i>	McGraw-Hill
3	<i>Collections</i>	Houghton Mifflin Harcourt (HMH)
4	<i>SpringBoard</i>	College Board

CONTEMPORARY COMPOSITION

Rating	Title	Publisher
N/A	<i>Back to the Lake</i>	Norton

EXPOSITORY COMPOSITION

Rating	Title	Publisher
N/A	<i>The Norton Field Guide</i>	Norton
N/A	<i>Viewpoints</i>	Cengage

ADVANCED COMPOSITION

Rating	Title	Publisher
N/A	<i>The Norton Field Guide</i>	Norton
N/A	<i>Essay Connections</i>	Cengage
N/A	<i>Patterns in Writing</i>	Bedford

WORLD LITERATURE

Rating	Title	Publisher
N/A	<i>My Perspectives</i>	Pearson
N/A	<i>StudySync</i>	McGraw-Hill
N/A	<i>Collections</i>	HMH

MODERN LITERATURE

Rating	Title	Publisher
N/A	<i>My Perspectives</i>	Pearson
N/A	<i>StudySync</i>	McGraw-Hill

BRITISH LITERATURE

Rating	Title	Publisher
N/A	<i>Holt McDougal British Literature</i>	HMH

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Rating	Title	Publisher
Highly Recommended	<i>Craft and Voice</i>	McGraw-Hill
Highly Recommended	<i>Literature: An Introduction to Reading and Writing</i>	Pearson
Recommended	Perrine's Literature Structure, Sound, and Sense + Perrine's Sound & Sense: An Introduction to Poetry (2 books)	Cengage

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

Rating	Title	Publisher
Highly Recommended	<i>Writing America: Language & Composition in Context</i>	Pearson
Highly Recommended	<i>The Art of Voice: Language & Composition</i>	McGraw-Hill
Recommended	The Language of Composition	Bedford

JOURNALISM 1 A/B

Rating	Title	Publisher
N/A	Inside Reporting + Newspaper Designer's Handbook (2 books)	McGraw-Hill

JOURNALISM 2 A/B

Rating	Title	Publisher
N/A	<i>Inside Reporting</i>	McGraw-Hill
N/A	Writing and Reporting News (with student workbooks)	Cengage

SPEECH A/B

Rating	Title	Publisher
Highly Recommended	<i>The Art of Public Speaking</i>	McGraw-Hill
Recommended	<i>Speech</i>	McGraw-Hill

EXPOSITORY READING & WRITING COURSE A/B

Rating	Title	Publisher
N/A	Expository Reading and Writing Course: Student Reader (2nd ed.)	Center for Advancement of Reading California State University

DIPLOMA PROGRAMME COURSE (INTERNATIONAL BACCALAUREATE) – ENGLISH LANGUAGE & LITERATURE

Rating	Title	Publisher
N/A	Working with Texts	Routledge Press

LITERACY & LANGUAGE EL MIDDLE/HIGH SCHOOL A/B

Rating	Title	Publisher
N/A	English 3D: Course 1 (MS)	Scholastic
	English 3D: Course 2 (HS)	Scholastic

Los Angeles Unified School District
History/Social Science Branch

Principles of American Democracy

(Semester Course – Grade 12)

Prerequisite:

370603 Principles of Amer Democracy

Course Description

The major purpose of this course is to analyze United States' system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state, and local levels. The course will analyze the influence of special interest groups and the role of the media in shaping public opinion. Additional emphasis is placed on the role and the responsibilities of the three branches of government at the national, state, and local levels. This course will summarize landmark court decisions in terms of civil rights and civil liberties and will also study complex contemporary issues that confront national, state, and local governments such as immigration, race, abortion, gender, sexual orientation, and disabilities. The content included in this course should be viewed as the culmination of the civics literacy strand of the California History-Social Science Framework.

This course meets the graduation and "A-G" requirements.

COURSE SYLLABUS

- 12.1 Students explain the fundamental principles and moral values of American Democracy as expressed in U.S. Constitution and other essential documents of American Democracy
- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, society, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of national, state, tribal, and local governments.
- 12.8 Students evaluate, take, and defend positions on the influence of media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Los Angeles Unified School District
History/Social Science Branch

Recommended Focus Standards

Historical Analysis	CST1	Identify recurring historical themes across time and place.
	REP4	Assess the creditability of and draw sound conclusions from primary and secondary sources.
	HI2	Understand and distinguish cause, effect, sequence and correlation events.
Reading	R2.3	Read historically significant works of literature (e.g., primary sources).
Writing	W1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Explain concepts of due process and equal protection.
- Trace the development, role, and influence of American political parties from Washington's administration to the present.
- Explain the importance of the natural rights philosophy in the creation of American constitutional government.
- Apply the economic concept of benefit-cost analysis to political decision-making.
- Trace the application and evolution of the "due process clause" as found in the Fifth and Fourteenth Amendments.
- Assess the process used by Americans of diverse cultures or interest groups in securing the principles of democracy and individual rights.
- Examine how the conflict between the values of national self-interest and human rights influence and shape foreign policy.
- Apply the principles of democracy, civic values, and citizen rights and responsibilities to contemporary issues, such as the environment, voter participation, and health issues.
- Use the principles of democracy, American civic values and citizen rights and responsibilities to develop a plan to address a community issue.

In accordance with their individual capacity, students will grow in the ability to:

- Locate and assess information found in primary and secondary sources.
- Recognize the relationship of historical events of the twentieth century in terms of cause and effect.
- Arrange major historical events in sequential order and determine their correlation to each other.
- Compare and contrast different ideas, values, behaviors, and institutions of various twentieth century countries and distinguish between historical interpretations.
- Determine the accuracy of information obtained from computer programs, television, and videotapes.
- Ask historical questions and relate different points of view.
- Recall and utilize the vocabulary related to the history-social science discipline.
- Use writing to combine ideas, concepts, and information in new ways and draw connections among them.
- Describe how economic and government systems operate.
- Relate basic indicators of economic performance and cost analysis

Los Angeles Unified School District
History/Social Science Branch

Assessments will include:

- Periodic Assessments
 - a. Multiple Choice Items
 - b. Short Constructive Response
 - c. Historical Analysis Items

Texts/Materials

- History/Social Science Instructional Guide: Principles of American Democracy (expected 2010)
- Standards-based textbooks
- H-SS Webpage

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.	<ul style="list-style-type: none"> • Democracy • John Locke • Montesquieu • Machiavelli • de Tocqueville • Individual Rights • Public Good • Constitutional System • Declaration of Independence • Human Nature • Limited Power of Government • Federalist Papers • Checks and Balances • Rule of Law • Federalism • Independent Judiciary • Civilian Control of the Military 	8 hours
1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.		
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.		
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.		
4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i> .		
5. Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards		Concepts	Instructional Hours
6.	Understand that the Bill of Rights limits the powers of the federal government and state governments		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	<ul style="list-style-type: none"> • Bill of Rights • Freedom of Religion • Property Rights • Individual's obligations to participate in government • Civic - mindedness • Public service • Naturalization 	8 hours
1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).		
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).		
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.		
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.		
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.		
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.	<ul style="list-style-type: none"> • Principles of a free Society • Freedom of Speech • Civil Society • Authoritarian • Totalitarian 	6 hours
1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.		
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.		
3. Discuss the historical role of religion and religious diversity.		
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards		Concepts	Instructional Hours
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.		<ul style="list-style-type: none"> • United States Constitution • Article II • Article III • Executive Branch • Legislative Branch • Judicial Branch • Enumerated powers 	8 hours
1.	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.		
2.	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.		
3.	Identify their current representatives in the legislative branch of the national government.		
4.	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.		
5.	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.		
6.	Explain the processes of selection and confirmation of Supreme Court justices.		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	<ul style="list-style-type: none"> • Basic Freedoms • Equal protection of the law • Fourteenth Amendment • Separation of church and state • Judicial Review • Judicial Activism • Judicial Restraint • Civil Rights 	6 hours
1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.		
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).		
3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).		
4. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>United States v. Nixon</i> , with emphasis on the arguments espoused by each side in these cases.		
5. Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Miranda v. Arizona</i> , <i>Regents of the University of California v. Bakke</i> , <i>Adarand Constructors, Inc. v. Peña</i> , and <i>United States v. Virginia</i> (VMI).		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.	<ul style="list-style-type: none"> • Political parties • Election process • Voting • Electoral college system • Lobbying • Nomination process • Primary Elections • Political campaigns • Direct democracy • Local elections • Propositions • Referendums • Recall Elections • Reapportionment • Redistricting 	6 hours
1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.		
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.		
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.		
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).		
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).		
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.	<ul style="list-style-type: none"> • Revenue • Reserved powers • Concurrent powers • Regulations • Executive orders • Cuban Missile Crisis • Great Society Legislation • War Powers Act 	6 hours
1. Explain how conflicts between levels of government and branches of government are resolved.		
2. Identify the major responsibilities and sources of revenue for state and local governments.		
3. Discuss reserved powers and concurrent powers of state governments.		
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.		
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.		
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.		
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.		
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards		Concepts	Instructional Hours
12.8 Students evaluate and take and defend positions on the influence of the media on American political life.		<ul style="list-style-type: none"> • Freedom of the press • Responsible press • Mass media • Public opinion 	4 hours
1.	Discuss the meaning and importance of a free and responsible press.		
2.	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.		
3.	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.	<ul style="list-style-type: none"> • Feudalism • Mercantilism • Socialism • Communism • Monarchies • Parliamentary systems • Liberal democracies • Federal systems • Confederate systems • Unitary systems • Illegitimate power 	6 hours
1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.		
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).		
3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.		
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).		
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.		
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.		

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).		
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.		

Standards	Concepts	Instructional Hours
-----------	----------	---------------------

GRADE 12 PRINCIPLES OF AMERICAN DEMOCRACY

Standards	Concepts	Instructional Hours
12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.	<ul style="list-style-type: none">• Majority rule• Individual rights• Civil rights• Rule of Law	2 hours

CHAPTER SEVENTEEN

HISTORY SOCIAL SCIENCE FRAMEWORK

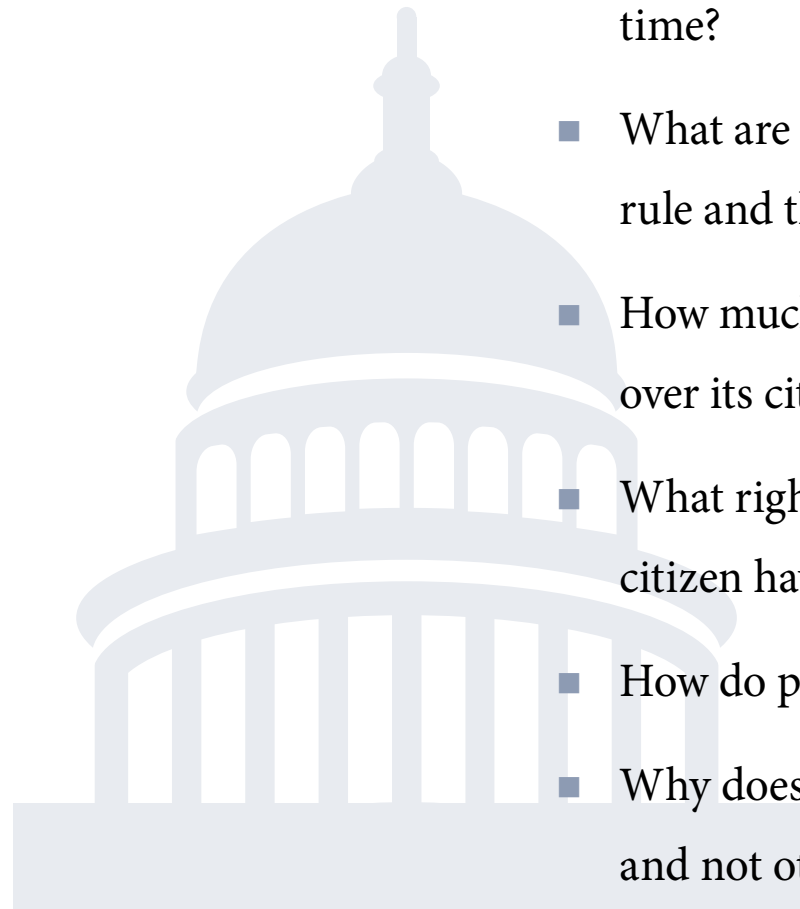
FOR CALIFORNIA PUBLIC SCHOOLS
Kindergarten Through Grade Twelve

**Adopted by the California State Board of Education
July 2016**

*Published by the California Department of Education
Sacramento, 2017*

CHAPTER 17

Principles of American Democracy (One Semester)

- 
- What are the key elements of representative democracy, and how did they develop over time?
 - What are the trade-offs between majority rule and the protection of individual rights?
 - How much power should government have over its citizens?
 - What rights and responsibilities does a citizen have in a democracy?
 - How do people get elected?
 - Why does the government work sometimes and not others?

■ What problems are posed by representative government, and how can they be addressed?

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of American government. Although this course is traditionally taught for a semester, given the importance and breadth of this content area, teachers may want to expand it into a yearlong course. Students consider the role of and necessity for government as they think about **How much power should government have over its citizens?** They consider how government can attain goals sanctioned by the majority while protecting its citizens from the abuse of power by asking **What are the trade-offs between majority rule and the protection of individual rights?** They will review and expand their knowledge of the key elements of a representative form of democracy, such as the idea that the authority to govern resides in its citizens.

Their study will be grounded in the understanding that all citizens have certain inalienable rights such as due process, what to believe, and where and how to live. This course is the culmination of the civic literacy strand of history–social studies that prepares students to vote and to be informed, skilled, and engaged participants in civic life.

As this course progresses, students will learn about the responsibilities they have or will soon have as voting members of an informed electorate. They consider the following question: **What rights and responsibilities does a citizen have in a democracy?** They will learn about the benefits to democracy of an electorate willing to compromise, practice genuine tolerance and respect toward others, and actively engage in an ethical and civil society. They will discover that all citizens have the power to elect and change their representatives—a power protected by free speech, thought, and assembly guarantees. They will learn that all citizens deserve equal treatment under the law, safeguarded from arbitrary or discriminatory treatment by the government. Students will review how these benefits developed in history, such as the broadening of the franchise from white males with property, to all white males, then to men and women of color, and finally, to eighteen- to twenty-one-year-olds.

Students will learn how the government works and how it is different from

other systems of governance. Students will examine both the constitutional basis for and current examples of the fact that members of the government are themselves subject to the law; students also learn about the vital importance of an independent judiciary. As they study the electoral process, they will consider the question **How do people get elected?** In their study of the institutions of state, local, and federal governments, they ask **Why does the government work sometimes and not others?** They will compare the democratic system with authoritarian regimes of the past and today to understand the unique nature of American constitutional democracy.

Finally, students will conclude their study of American government by examining both the historical and modern problems of American democracy. In this final unit, students can investigate a variety of topics, such as the fight against corruption by monopolies or moneyed elites during the Progressive Era, the tension between national security and civil liberties—especially after 9/11, the battle over health care reform in the Clinton and Obama administrations, and efforts to promote environmental protection and combat climate change.

Fundamental Principles of American Democracy

- Why do we need a government?
- How much power should government have over its citizens?
- What do the terms *liberty* and *equality* mean, and how do they relate to each other?
- What are the dangers of a democratic system?
- What are the trade-offs between majority rule and individual rights?

The semester begins with an examination of the ideas that have shaped the American democratic system. Students can start their studies by reviewing early experiments in democracy, such as the contributions of ancient Greek philosophers, direct but limited democracy in ancient Athens, and representative democracy in the Roman republic (and why it eventually failed). They explore the influence of Enlightenment ideas upon the Constitutional Framers' support of republicanism, content that was first introduced to students in the seventh grade and continued throughout the tenth- and eleventh-grade curriculum, focusing on

key ideas such as John Locke’s social contract and his concept of liberty and Charles-Louis Montesquieu’s separation of powers.

To organize their study of this topic, teachers may have students consider questions to determine the role of government: **Why do we need a government? How much power should government have over its citizens? What do the terms *liberty* and *equality* mean, and how do they relate to each other? What are the dangers of a democratic system?** Through close reading and analysis of the Declaration of Independence, the *Federalist Papers* and the anti-Federalist response, the Constitution, and the Bill of Rights, students analyze the tension and balance between promotion of the public good and the protection of individual liberties.

The *Federalist Papers* explicate major constitutional concepts such as separation of powers, checks and balances, and enumerated powers as well as the Framers’ understanding of human nature and the political process. In particular, *Federalist Paper Number 10* explains the role of organized interest, *Federalist Paper Number 51* outlines the rationale for checks and balances and separation of powers, and *Federalist Paper Number 78* centers on the role of the judiciary. Students should understand how these ideas shaped the American constitutional system and democratic behavior.

Alexis de Tocqueville wrote observations about these topics that students may find relevant and engaging. Students should be encouraged to construct compelling questions about these ideas and their application by using both historical and contemporary issues. In so doing, students should use deliberative processes and evidence-based reasoning in making judgments and drawing conclusions. Similarly, students might participate in mock ratification debates; construct writings or classroom presentations articulating arguments, claims, and evidence from multiple sources; or make classroom presentations.

Rights and Responsibilities of Citizens in a Democracy

- What rights and responsibilities does a citizen have in a democracy?
- What does it mean to be a citizen?

■ How can citizens improve a democracy?

After reviewing the fundamental principles of American democratic thought and how democratic ideas and practices have developed historically, students focus their study on the question **What rights and responsibilities does a citizen have in a democracy?** Using the principles addressed in the first unit—the tension between public good and individual liberty—students examine the individual liberties outlined in the Bill of Rights.

Teachers review the origins of each of the individual freedoms and then prompt their students to consider how certain liberties, such as the freedom of speech, religion, or privacy, have been and may be restricted in a democratic system. In addition to political liberties, students explore individual and societal economic, social, and cultural freedoms, including property rights, labor rights, children’s rights, patents, and copyright, as well as rights necessary to basic well-being, such as rights to subsistence, education, and health. They identify those rights that pertain to all persons in a democracy, citizens and non-citizens alike.

After studying the freedoms citizens enjoy in American democracy, students then consider the path to citizenship and its obligations—such as serving on a jury, paying taxes, and obeying the law—in an attempt to answer the question **What does it mean to be a citizen?** Students learn that democracies depend on an actively engaged citizenry—individuals who fully participate in the responsibilities of citizenship (such as voting, serving in the military, or regular public service)—for their long-term survival. To promote civic engagement and deepen student understanding of the rights and responsibilities of citizenship in this unit, teachers may employ structured group discussions, simulations, classroom debates, and civics-based service-learning activities, designed to provide students with concrete answers to the question **How can citizens improve a democracy?**

These activities can help students explore the multiple ways in which citizens engage with their communities. Students may also participate in classroom mock trials; visit courtrooms; serve as poll workers; participate in voter registration; simulate or visit city council meetings; conduct projects to identify, analyze, and address a community problem; and participate in service-learning at a local hospital, shelter, arts organization, library, or environmental project to study how to address community needs. When students engage with the community in these

sorts of projects, teachers should be sure to have students connect their community service activity with their government classroom curriculum. They should answer questions, for example, such as Where in the Constitution does it connect to the courtroom or voting booth experience? Where in the Constitution does it connect to rights guaranteed to all persons? What is the citizen's role in ensuring these basic rights and protections to all? In addition, students may gain a better understanding of the importance of citizenship by observing a naturalization ceremony, interviewing or speaking to a recently naturalized student or parent, or by speaking with legislators or other public officials concerning issues and public policy concerns.

Fundamental Principles of Civil Society

- What is a civil society, and why do we want to have one?
- What are the limits of individual liberty?
- What are the dangers of majority rule?
- What is the role of religion in a democracy?
- How do government actions impact civil society?

The rights that students learned about in the first two units can exist only in a system dedicated to their preservation. After considering the rights and responsibilities of citizens in the United States, students next explore the core principles and values of a civil society by asking **What is a civil society, and why do we want to have one?** Once again, they return to the tension between majority rule and individual freedom, by considering the importance of free association in a democratic society and the power that such associations can have in fostering a civil society and in influencing the U.S. government. Students consider **What are the limits of individual liberty and the dangers of majority rule?** Students review the historical relationship between religion and government, seeking connections between the free exercise of religion outlined in the First Amendment and how that has fostered diversity in response to the question **What is the role of religion in a democracy?** They also explore the responsibility of the government to protect its citizens and promote social order.

The Three Branches of Government as Established by the U.S. Constitution

- Why does the Constitution both grant power and take it away?
- What is the most powerful branch of government?
- Why does it take so long for government to act?

Deriving its power from the governed and the principles of a civil society, the U.S. Constitution delineates the unique roles and responsibilities of the three branches of the federal government and the relationship between the federal government and the states. Students begin their in-depth study of the legislative, executive, and judicial branches by considering the question **Why does the Constitution both grant power and take it away?** Students focus their study on Articles I, II, and III of the Constitution to both clarify the individual responsibilities of each branch and, at the same time, detail the connections between branches and the system of separation of powers and checks and balances. Students do this in order to highlight the Constitution's dual purpose—to enumerate power and to limit the abuse of that power.

As students investigate the individual powers of each branch (and the checks upon those powers), they develop their own answer to the question **What is the most powerful branch of government?** by using both historical and current evidence to support their interpretation. Throughout their study, students should be encouraged to investigate the issue of government gridlock, using the question **Why does it take so long for government to act?**

Article I: The Legislative Branch

In this unit, students examine the work of Congress. Article I of the Constitution has the longest list of enumerated powers of all of the three branches of government. Students can construct a pie chart of the major responsibilities designated to the legislative branch of government, filling in the other two branches as they get to them. They may also explore how this balance of power has shifted over time.

After receiving an overview of the mechanics of legislation, specific powers, eligibility and length of terms of members of Congress, and an introduction to current legislative leaders and their current representatives, students consider case



studies of recent issues. They do research on topics such as health care or labor law reform, economic stabilization policies, immigration policy, environmental protection laws, and antiterrorism legislation in order to answer a variety of questions, such as **What can Congress do? Why is it so hard to get a law passed? Who gets elected to Congress, and who does**

not? Who has power in Congress? Besides members of the House and Senate, who else can affect the legislative process? Which house of Congress is the most democratic? Which house is the most effective? How can individual citizens actually participate in the legislative process? They may consider how a topic is affected through the committee system, lobbying, the media, and special interests.

Students can examine the complex, important, and, sometimes controversial relationship between legislators (and other government officials) and professional lobbyists who advocate their clients' interests. Students can research the different types of organizations and individuals who hire lobbyists (including corporations, unions, nonprofit organizations, and private citizens), the benefits of an active and engaged lobbying effort (such as protection of the interests of views not in the majority, and access to experts in a given field), and the potential for corruption (such as those clients willing to buy access and influence, clients whose interests are directly opposed to the public interest, or lobbyists who represent their own needs over their clients').

Finally, students study how individual citizens can inform, gain access to, and influence the legislative policymaking process. Students conduct research, evaluate resources, and balance predicted outcomes and consequences to create position papers on proposed legislation, present oral arguments in favor of or in opposition to specific federal legislation, write letters or e-mails stating and supporting positions on pending legislation, engage in a simulated congressional hearing or session, or design campaigns for virtual candidates for office.

Article II: The Executive Branch

In this unit, students document the evolution of the presidency and the growth of executive powers in modern history. Like their study of Article I, students first develop a basic understanding of how the president is elected, the requirements for the office, how a president can be removed, and the specific executive powers enumerated in Article II. Teachers then turn to case studies to give students the opportunity to analyze presidential campaigns, the handling of international crises, and the scope and limits of presidential power (both foreign and domestic) in depth. Close reading of and comparing State of the Union addresses across administrations, analyzing factors that influence presidential public approval ratings as well as the successes and failures of presidential policies, and using role play, simulation, and interactive learning can illuminate the process of presidential decision making.

Grade Twelve Classroom Example: The Executive Branch

Ms. Costa's twelfth-grade government class targets its study of the executive branch by constructing a multimedia museum exhibit on presidential powers. Ms. Costa divides the class into groups of three and four, assigning each group a different president to research. Using resources in the library, U.S. history texts, and recommended Internet sites (such as the National Archives and Presidential Libraries, the Library of Congress, and federal agencies, such as the Department of State and the CIA), students briefly review the administration of their assigned president in order to select what they believe to be the most important event or act of the presidency—the one thing that best defines the president's use (or abuse) of executive power.

After selecting the event or act, each group designs a virtual museum exhibit on the president, using the event or act as the organizing feature of the display. Students use historical images, documents, artifacts, and (if available) film clips, media reports from the era, and historical accounts describing the event and the role of the individual president. Each group posts its display in the class's online museum on the Executive Branch, with bibliographic citations, original content describing each artifact, and a written argument explaining why this event or act best symbolizes the administration of the president assigned to the group, citing specific evidence from their research to

Example *(continued)*

support their claims. Students also provide oral presentations about their research at a special open house for parents and school leaders, which are recorded for inclusion with the online museum exhibit.

CA HSS Content Standard: PAD 12.4

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 4, Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.11–12.7, 9, WHST.11–12.1, 6, SL.11–12.1b, 4

CA ELD Standards: ELD.PI.11–12.1, 6a, 9, 10a, 11a

As students study the executive branch, certain guiding questions can connect case studies and discrete examples: **How has the role of the presidency expanded? What are the factors that seem to help presidents win election? How does the president interact with the other branches of government, and how has that changed over time?**

Article III: The Judiciary

To begin their study of the judiciary, students consider the powers of this branch as outlined in Article III, the eligibility and length of service of judges, and the process of selection and confirmation of Supreme Court justices. Exclusive to the U.S. Supreme Court is the sole authority to definitively interpret the Constitution and the ability to use the supremacy clause.

Unlike the other two branches, however, members of the federal judiciary are not elected, leading some students to ask **How are Supreme Court justices selected? Why do they have unlimited terms? Is an unelected Supreme Court really democratic?** Students can examine controversies over the selection and confirmation of Supreme Court justices and federal judges and the nature of an independent judiciary through structured classroom discussions and deliberations. In the next unit, the constitutional explanation of the judiciary will provide the context for the high court's more notable rulings and shifts.

Interpreting the Constitution: The Work of the U.S. Supreme Court

- What is judicial review, and how does it work?
- What makes a law or an action unconstitutional, and does that determination ever change?

The courts play a unique role among the three branches in that the Framers intended the courts to be insulated from public opinion in order to independently interpret the laws. Students begin their study of the work of the Court by reviewing *Marbury v. Madison* (1803), to answer the question **What is judicial review, and how does it work?** Students concentrate on how the courts have interpreted the Bill of Rights over time, especially themes such as due process of law and equal protection as guaranteed by the Fourteenth Amendment, by answering the question **What makes a law or an action unconstitutional, and does that determination ever change?**

Whenever possible, students should learn through illustrations of the kinds of controversies that have arisen because of challenges or differing interpretations of the Bill of Rights. For example, the unit can be organized around case studies of specific issues, such as the First Amendment's cases on free speech, free press, religious liberty, separation of church and state, academic freedom, and the right of assembly or the Fourth Amendment's warrant requirements and protections against unreasonable search and seizure.

Supreme Court and other federal court decisions may be debated or simulated in the classroom, following readings of original source materials, including excerpts from the cases of *Texas v. Johnson* (flag burning), *West Virginia v. Barnette* (flag salute in schools), *Tinker v. Des Moines* (symbolic speech in schools), *New York Times Co. v. United States* (press prior restraint), *Engel v. Vitale* (school prayer), and *Mapp v. Ohio* (search and seizure). These cases once again reflect tensions between individual rights and societal interests; they also illustrate how each case involved real people and how the present laws resulted from the debates, trials, and sacrifices of ordinary people.

Grade Twelve Classroom Example: Judicial Review

Mr. Singh's twelfth-grade government class is learning about landmark Supreme Court case law through a structured discussion strategy. After explaining the concepts of judicial review and precedent and reviewing the Bill of Rights and the Fourteenth Amendment, Mr. Singh divides the class into pairs and assigns them the task of judicial review—to analyze historical case law using precedent to make a decision based on evidence. Mr. Singh has organized a select group of important cases according to the appropriate freedom, grouping cases related to free speech together (such as *Texas v. Johnson* and *Tinker v. Des Moines*), others related to freedom of religion (such as *Engel v. Vitale*), search and seizure (including *Mapp v. Ohio* and *New Jersey v. TLO*), and equal protection (such as *Brown v. Board of Education* or *Obergefell v. Hodges*).

As Mr. Singh introduces each case, he provides a short overview of the dispute, which students summarize in their notes. He then directs students to first write their decision, based upon their interpretation of the relevant amendment to the Constitution and, as their study continues, language from previous decisions. After both partners have written their initial decisions, they discuss their reasoning with each other, and Mr. Singh randomly asks students to explain the decision and reasoning of their partners. Once he has collected responses from a handful of pairs, he shares a short excerpt from the actual decision with language from both the actual decision and the dissent. Students take note of this language, as it is used as precedent in subsequent case analysis.

As a culminating assessment, Mr. Singh asks his students to decide three fictional cases, using excerpts from relevant precedent from their collection of Supreme Court decisions.

CA HSS Content Standard: PAD 12.5

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 4

CA CCSS for ELA/Literacy: RH.11–12.1, 2, 3, 8, WHST.11–12.2, 9, SL.11–12.1

CA ELD Standards: ELD.PI.11–12.1, 3, 6b, 10a, 10b

In examining the evolution of civil rights under the equal protection clause of the Fourteenth Amendment, students can draw upon their knowledge of the Civil War and the passage of the Reconstruction-era amendments. Students may

examine the changing interpretation of civil rights law from the *Plessy v. Ferguson* decision of 1896 to the *Brown v. Board of Education* decision of 1954. Although it is not possible to analyze every decision that marked the shift of the Supreme Court from 1896 to 1954, critical reading of the *Yick Wo v. Hopkins*, *Korematsu v. United States*, *Mendez v. Westminster School District* (U.S. Circuit Court of Appeals, 1947), and *Sweatt v. Painter* decisions remind students that racial discrimination affected not only African Americans but other groups as well, including Asian Americans and Hispanics.

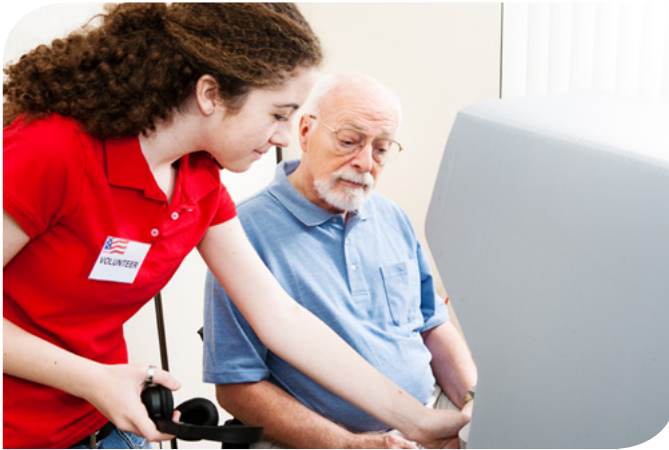
Subsequent Court cases addressed the rights of women (*Reed v. Reed*, 1971), American Indians (*Morton v. Mancari*, 1974) and the lesbian, gay, bisexual, and transgender community (*Lawrence v. Texas*, 2003, and *Obergefell v. Hodges*, 2015). The *Brown* decision and the cases of *Bakke v. Regents of the University of California* and *Grutter v. Bollinger* provide students with the opportunity to deliberate and debate whether affirmative action is an appropriate way to address inequality. School-related cases of *Tinker v. Des Moines* (1969), *Fricke v. Lynch* (1980), *New Jersey v. T.L.O* (1985), *Henkle v. Gregory* (2001), or the 2013 Resolution Agreement announced by the United States Department of Education in *Student v. Arcadia Unified School District* offer additional perspectives relevant to students on free speech, privacy, nondiscrimination, and civil rights for students in schools.

Students may use materials from these cases and others to analyze majority and minority opinions; participate in classroom courts; write simple briefs extracting the facts, decisions, arguments, reasoning, and holding of the case or editorial pieces stating their views; and using evidence to support their conclusions about the decision.

The Electoral Process

- How do you get elected?
- Who gets elected, and who does not?
- What impact do polls, political parties, and PACs have upon elections?
- How can I get involved in a campaign?
- Why should I vote?

In today's society, individuals participate as citizens by voting, jury service, volunteerism, serving as members of advisory bodies, in military service, in community organizations, and by engagement in the electoral and political process. In this unit, students study the role of political parties, the nomination process for presidential candidates, including the primary system, and the role of polls, campaign advertising and financing, the Electoral College, and methods of direct democracy utilized in California and various states. They do this by considering the following questions: **How do you get elected? Who gets elected, and who does not?** and **What impact do polls, political parties, and PACs have upon elections?**



Students also learn about how citizens participate in the political process through voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing, and running for office. Because most students will be eligible to vote for the first time in a year of taking this course, questions like **Why should I vote?** and **How can I get involved in a**

campaign? seem particularly relevant. This unit lends itself to utilizing real-world examples, case studies, and debates while students address the material.

Students can study current elections and campaigns, take part in the Secretary of State's Poll Worker program, and serve as campaign volunteers during an election. Students can also analyze proposed initiatives, controversial issues surrounding campaign financing, voter identification laws, redistricting, and negative campaign ads. To learn more about how the election process affects them and their education, students might be encouraged to study a school board race, candidate positions on education, or a local school bond or parcel tax campaign.

As a practical matter, students should know how to register to vote—both online and by mail—what the requirements are for registration; how to request, fill out, and return an absentee ballot; what to expect on election day; how to find a polling place; and where and how to access and understand the voter information pamphlet and other materials to become an informed voter. While this

information may vary from county to county, students preparing to vote can go to the Secretary of State's Web page at <http://www.sos.ca.gov/elections/> as well as to their local registrar of voters to explore these topics. Teachers may want to consider an activity where students go through the above steps in order to help prepare them for the exercise of their rights as voting adults. Students should explore the effect of voter turnout on the democratic process. What difference does it make how large and diverse a proportion of the potential electorate actually participates in any given election?

Federalism: Different Levels of Government

- Why are powers divided among different levels of government?
- What level of government is the most important to me—local, state, tribal, or federal?
- What level of government is the most powerful—local, state, tribal, or federal?

In this unit, students analyze the principles of federalism. They should identify key provisions of the U.S. Constitution that established the federal system including enumerated powers, Article I restrictions on states' powers, and the Ninth and Tenth Amendments. Teachers can emphasize how power and responsibilities are divided among national, state, local, and tribal governments and ask students to consider this question: **Why are powers divided among different levels of government?** Students should understand that local governments are established by the states, and tribal governments are recognized by constitutional provisions and federal law. The following questions help students consider the central principles: What are the major responsibilities of the various levels, and what are their revenue sources? What kinds of issues does each level of government handle?

At the federal level, examples might include regulation of interstate commerce and international trade, national defense, foreign policy, and antiterrorism, especially with the expansion of presidential and vice-presidential powers after the 9/11 attacks. Students can come to understand the scope of presidential power and decision making through case studies such as the Cuban Missile Crisis, the Bosnian intervention, the formulation and passage of the Great Society legislative

program, the War Powers Act, and congressional authorizations of force in the Gulf War and the wars in Iraq and Afghanistan.

Students should also identify typical responsibilities of state government, including education, infrastructure such as roads and bridges, criminal and civil law, and regulation of business. The state also oversees and regulates local governments and the services provided such as fire and police protection, sanitation, local public schools, public transportation, housing, and zoning and land use.

Nevertheless, what happens when there is overlapping jurisdiction? Matters such as education, health care, transportation, and housing often have multiple government agencies regulating and funding them. Students may explore questions such as these: How is public policy made at these various levels? How do regulatory departments and agencies function, and how do state and local regulatory agencies differ from those at the federal level? Students should examine the important realms of law and the courts (for example, criminal justice, family law, environmental protection, and education) that remain largely under state and county control.

Finally, students should explore the ways people interact with and influence state government and local government. **What level of government is the most important to me—local, state, tribal, or federal?** and **What level of government is the most powerful—local, state, tribal, or federal?** Lawyers, judges, or public officials can be invited into the classroom to participate in simulations and activities concerning the justice and court systems or municipal government. Examples of local government may be the school board, city council, county supervisors, and superior courts. Besides simulation, other options with more relevance for participation in democracy include participation in campaigns, voter registrations, and voting drives, as well as assistance in writing policy for local and state agencies. Students may attend and participate in public hearings. Students can be assigned project-based learning in which they identify and analyze a community problem in terms of its causes, effects, and policy implications; propose solutions; and take civic actions to implement those solutions, including the creation of evidence-based and multimedia presentations.

The Fourth Estate: The Role of the Media in American Public Life

- To what extent are the press and the media fulfilling a watchdog role?
- Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way?
- How has the Internet revolution impacted journalism, and what are its effects on the coverage of public affairs and current issues?

Students also scrutinize the current role of the press in American democracy. Students may be presented with a series of compelling questions about the press (and its changing role in American political life over time) and be encouraged to form their own questions. **To what extent are the press and the media fulfilling a watchdog role? Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way? How has the Internet revolution impacted journalism, and what are its effects on the coverage of public affairs and current issues?** How do elected officials and candidates for public office utilize the mass media to further their goals? Students may begin to answer these questions with a brief review of the First Amendment's freedom of speech and of the press clauses and key U.S. Supreme Court press cases such as *Near v. Minnesota* (1931), *New York Times Co. v. Sullivan* (1964) and *Hazelwood v. Kuhlmeier* (1988).

Students should also discuss the responsibility of citizens to be informed about public issues by using the various media wisely. Students can engage in current-event and multimedia projects that would enable them to explore issues. For example, students may select a current issue of interest and research it by using multiple print and electronic media sources and analyze factual differences, bias, point of view and conclusions of each source. Based on their research, students could then write an evidence-based opinion piece on the issue.



Comparative Governments and the Challenges of Democracy

- Do citizens have rights that the state must respect; if so, what are they?
- What is the role of civil dissent and when is it necessary?
- Why have some revolutions been followed by purges of dissidents, mass arrests of political opponents, murder of “class enemies,” suppression of free speech, abolition of private property, and attacks on religious groups?
- Why do authoritarian governments spy on their citizens and prevent them from emigrating? Why do they jail or harass critics of their government? Why is only one party allowed in an authoritarian state? Why do ordinary people risk their lives to flee or transform authoritarian states?
- How do individual countries combat terrorist organizations that do not recognize international norms or boundaries? How can individual citizens or nongovernmental organizations improve civil society? How can multinational alliances work together to combat climate change?

This unit begins with a review of the major political and economic systems encountered by students during their previous years’ studies (particularly in seventh, eighth, tenth, and eleventh grades): feudalism, mercantilism, socialism, fascism, communism, capitalism, monarchy, and parliamentary and constitutional liberal democracies in order to understand the historical context for both democratic and autocratic systems. Students can study the philosophies of these systems and the ways in which they influence economic policies, social welfare policies, and human rights practices.

Teachers may emphasize that most nations combine aspects of different philosophies. When studying the variety of forms that democracies take, students can compare systems of shared powers—such as the United States where power is shared among the executive, legislative, and judicial branches of government—with parliamentary systems.

Students should also discuss the advantages and disadvantages of federal, co-federal, and unitary systems of government. Students can also examine how some Western democracies have “mixed” systems of capitalism and state socialism

and contemporary politics has been marked by movements toward more market-based systems in the developing world and democratic socialism in the industrialized world.

Students examine nondemocratic and tyrannical forms of government, the conditions that gave rise to them in certain historical contexts, and the ways in which they functioned in countries like Italy, Japan, Haiti, Nigeria, Cambodia, and Iraq. Students may also define and identify illegitimate power and explore how dictators have gained and held onto office. The fundamental components that typically distinguish democracies from dictatorships include control of the media, lack of political and personal freedoms, corruption of public officials, lack of governmental transparency, and the lack of citizens' access to changing the government. Case studies should be included in this unit in order to consider the economic, social, and political conditions that often give rise to tyranny. **Does such a government rest on the consent of the governed? Do citizens have rights that the state must respect; if so, what are they? What is the role of civil dissent, and when is it necessary?**

To answer these questions, students refer to aspects of democracy, such as tolerance for dissent, political equality, engaged participation, majority rule with protection of minority rights, the underpinnings of civil society, and individual freedom. They can also explore the importance of the rule of law and the unique role of an independent judiciary in a democracy, the need for civilian control of military and police, and the desirability of popular petitions, rallies, and other forms of participation.

Recent events can be incorporated in analytical projects and group debates and discussions and deliberations. For example, students may develop analysis papers on the success of democratic movements based on the above criteria in various countries such as Afghanistan, China, Zimbabwe, or Argentina. Learning about different forms of nonelected governments can help students understand their antithesis, democracy, and the relative success of democratic reforms in places like Botswana and Costa Rica. Further analysis into the characteristics of nondemocratic systems may highlight the dangers of concentrating power in a small group of elites, widespread governmental corruption, a lack of due process, and demagoguery. Such characteristics can be seen in both official nation-states (such as Syria under Assad) or in nongovernmental terrorist groups (such as the self-proclaimed Islamic State).

Students can use what they learned in grade ten about communism, the Russian Revolution, the dictatorship of Joseph Stalin, and the expansion of Soviet power after World War II to recall the components of nonelected government in twentieth-century Russia. Alternatively, students can review what they learned in grade ten about the development of fascist dictatorships in Germany and Italy and how they systematically eliminated civil liberties, subverted the role of the military, and quashed political dissent.

Students can also address authoritarian regimes in recent times and places like Cuba, Laos, Vietnam, North Korea, Sudan, Syria, and China. Their similarities and differences, including the need for control of information, and the difficulties such regimes face in maintaining control of information given modern technology, such as the Internet and cell phones, may be the focus. Authoritarian governments in these contexts often come to power because they are supported by groups that believe that revolution or radical change can reform their societies.

Through this, students can study the concept of the total state in which the government, the military, the educational system, all social organizations, the media, and the economy are controlled by the regime. They may also consider the challenges of sustaining these kinds of governments—both within, from dissidents and without, from the Internet. Students should come away with both an understanding of the contexts in which different kinds of governments arise and also with a sense of the value of a free press, open educational institutions, free labor unions, and free speech in democratic regimes.

To deepen their understanding of authoritarian regimes, students should also examine the condition of human rights: **Why have some revolutions been followed by purges of dissidents, mass arrests of political opponents, murder of “class enemies,” suppression of free speech, abolition of private property, and attacks on religious groups? What are fundamental human rights are widely recognized throughout the world community? Why does denial of human rights so often accompany a violent change of government? Why do many artists and intellectuals defect to nonauthoritarian nations? Why do authoritarian governments spy on their citizens and prevent them from emigrating? Why do they jail or harass critics of their government? Why is only one party allowed in an authoritarian state? Why do ordinary people risk their lives to flee or transform authoritarian states?** Students can analyze why

communism collapsed and study the governments that arose in the former Soviet Union and Eastern Europe.

Students should also examine international efforts to protect human rights (e.g., the Universal Declaration of Human Rights, jurisdiction of the World Court and International Criminal Court) and current relevant issues such as protection of civilian populations during wartime, oppression of minority groups, and forced removal or genocide. Students can read and analyze the 1948 Universal Declaration of Human Rights and compare it to the 1776 Bill of Rights, noting similarities and differences for additional discussion (e.g., group rights versus individual rights).

Attention also should be given to historical and contemporary movements that overthrew tyrannical governments and/or movements toward democratic government in countries such as Spain, Poland, Mexico, Argentina, Chile, the Philippines, South Korea, Guatemala, El Salvador, South Africa, Turkey, and Egypt.

However, as each case illustrates, democracy is a process and must be understood on a spectrum and in its own geopolitical and temporal context. Questions like **How do government actions impact civil society?** can engage students in this unit. Teachers may conduct structured discussions in which students deliberate on issues that might impact America's vision of a civil society, such as globalization, international and internal migrations, environmental change, or technological innovation. They can consider the degree to which given movements were successful in establishing democratic governments. Students can also be assigned multimedia or writing projects on specific movements and draw evidence-based conclusions on their success.

Finally, students should understand the range of actors beyond the nation-state that influence today's world including nongovernmental organizations, multinational corporations, and international and regional alliances, economic bodies, and associations. Contemporary problems such as the environment, economics, and terrorism cross state borders and demand a different kind of national and international community than the world of the twentieth century. Students can consider questions such as **How do individual countries combat terrorist organizations that do not recognize international norms**

or boundaries? What challenges do efforts to combat nonstate terrorist organizations create for the operation of international humanitarian law? How can individual citizens or nongovernmental organizations improve civil society? How can multinational alliances work together to combat climate change?

Compelling Questions and Contemporary Issues

This course provides opportunities for students to formulate compelling and supporting questions and analyze tensions in a constitutional democracy between key concepts and ideals such as majority rule and individual rights, liberty, and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.

This course also provides opportunities for students to discuss, analyze, and construct writings on contemporary local, national, and international issues; participate in simulations of governmental processes; and apply what they have learned in addressing real-world problems. Opportunities may be offered inside and outside the classroom. Structured classroom discussions and writing activities challenge students to discuss current events and issues of their choosing by analyzing various perspectives, researching causes and effects, evaluating policy options, and stating and supporting reasoned and evidence-based opinions. These activities can also focus on the significance of elections and the roles that students might play as voters engaged in electoral politics.

Topics for discussion may include technology (such as nuclear proliferation or the effect of the Internet on the political process or on intellectual property), the environment (such as global warming, preservation of wildlife, or alternative energy sources), human rights (such as the use of torture, or immigration and refugee policies), politics (such as tax policy, voting and representation, campaign financing, or the fight against government corruption and efforts to improve government competence), foreign policy (such as responses to terrorism, or standards for foreign intervention), health (such as childhood obesity, health care reform, or responses to the spread of AIDS), the law (such as the constitutional scope and limits of presidential power, relations between law enforcement and the communities they protect, judicial independence, racism and sexism,

discrimination against members of the LGBT community, or protection of civil rights in times of war or national crisis) and economic issues (such as government regulation of markets, labor laws, free trade and fair trade, or debt relief to developing countries).

In debating, discussing, or writing about these issues, students consider the local, national, and global aspects.

Teachers encourage students to consider multiple perspectives that stretch across political, geographic, and class divides. Throughout the course, incorporating a range of activities and simulations of governmental processes will help students understand that being an active citizen means applying their knowledge beyond the textbook. They will have an opportunity to practice participating in community issues and civic dialogue. For example, when studying the role of Congress or a city council, students can participate in mock legislative hearings and debates; when studying the courts, they may take part in mock trials, moot-court simulations, or conflict-resolution mediations; or when studying international issues they can take part in model United Nations activities.

In addition, participating in elections, volunteering as poll workers, taking part in school governance and extracurricular activities, competing in civic-writing activities, and conducting service-learning projects with civic outcomes provide students with hands-on experiences with the political process and government.

Among the persistent issues facing the United States and California, in particular, is how to balance individual rights and liberties with the common good in matters related to land as well as water, air, and other natural resources. Students examine case studies that embody the struggle to find this balance and consider the spectrum of factors that influence policy decisions about natural resources and natural systems (see appendix G for Environmental Principle V). Students learn that many conflicts over environmental issues result from competing perspectives involving individual rights and the common good, an illustrative example of the reciprocity between rights and obligations. (See Education and the Environment Initiative curriculum unit “This Land Is Our Land,” 12.2.)



The course may culminate in an activity in which students analyze a local, state, national, or international political or social problem or issue. Teachers may assign a research paper or a multimedia project in which students analyze a problem or issue; consider its civic, economic, geographic, and/or historical dimensions; research it by examining multiple sources and points of view; evaluate the sources; critique and construct claims and conclusions based on the evidence; and present and defend their conclusions. Alternately, the activity might be a civics-based service-learning project in which students identify local problems or issues of concern; research and analyze them in terms of causes and effects and multiple points of view; identify, discuss, and evaluate public policies relating to the issues, including interacting with public officials; and construct a project to address it or a multimedia presentation to educate about it.

Historical Analysis Skills Learning Targets

History- Social Science, Grades 9-12

Ongoing

Chronological and Spatial Thinking

1. I can compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. I can analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. I can use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technology innovations, and goods.
4. I can relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. I can distinguish valid arguments from fallacious arguments in historical interpretations.
2. I can identify bias and prejudice in historical interpretations.
3. I can evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. I can compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Interpretation

1. I can show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. I can recognize the complexity of historical causes and effects, including the

limitations on determining cause and effect.
3. I can interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. I can understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. I can analyze human modifications of landscapes and examine the resulting environments policy issues.
6. I can conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

From: D Cotti [REDACTED]
Sent time: 09/14/2018 12:42:23 PM
To: Cayen, Alise
[REDACTED]; Graber, Paul; Nicole Ware [REDACTED] Joel Frias [REDACTED]
Martin Alvarenga, Sandra; Semerjian, Florence; Griffith, Cortney; Patti Waters [REDACTED] Gonzalez, Maribel; Flores, George;
Cc: Yau, Norman; Sanchez, Stefany; Galindo, Andrea; Arana, Jesus; JOSEPH KUNS [REDACTED]; Lizet De Larkin
[REDACTED]; J. Smith [REDACTED]; Steinberg, Daniel; Juan Soriano [REDACTED] Lombarski,
Amanda; Lisset Aviles [REDACTED]; Welsh, Melanie
Subject: Re: Thursday's PAMS Meeting Agenda
Attachments: PAMS ContactList2018-2019.docx

Good afternoon,

Attached is the updated contact list. It is still missing some info from some of the schools. If you send me the info that is missing from your program, I will update and redistribute.

Have a great weekend,
Dan

On Wed, Oct 12, 2016 at 12:06 PM Cayen, Alise <acayen@lausd.net> wrote:

Hi Gang. I have attached our meeting agenda. Please print out a copy and bring it to the meeting. I will see you at 12:30 p.m.!

Thanks,

Alise

Alise Cayen, Coordinator, M. Ed.
Reseda High School
Law & Public Service Magnet/ Police Academy Magnet
18230 Kittridge Street
Reseda, CA 91335
www.resedalawandps.com
www.resedapoliceacademymagnet.com
(818)758-3739

From: Cayen, Alise
Sent time: 08/27/2018 08:36:05 AM
To: [REDACTED]; Fernandez, Fernando; Juan Soriano [REDACTED]; Galindo, Andrea
Subject: PT Syllabi & SLC Meeting tomorrow
Attachments: PAM Staff Meeting 8-28-2018.docx PA PT Level 1 Grade 9 2017.docx PA PT Level 2 Grade 10 2017.docx PA PT Level 3 Grade 11 2017.docx PA PT Level 4 Grade 12 2017.docx

Hi Gang. I want to make sure you all have the grade level PT course outlines modified at the beginning of last year so you are following the units. Guest speakers and specific unit activities need to be directed to the officers.

At tomorrow's SLC meeting in the CZ, we will be going over program contributions to CSI. There were some officer/PT requests from staff that you need to be aware of. Because of this, I am asking you to participate in tomorrow's SLC meeting. I have attached the agenda as well.

Uniform fitting:

Anyone who has not turned in money and uniform forms needs to adhere to the following schedule today only (I will not accept money or forms tomorrow):

Period Two: 10th/11th graders are to come over either the beginning of their class or at the end of their class to drop off money and order forms.

Per three (freshman): I will be in a meeting from 11:30-1 p.m. so the freshman who did not pay need to bring their completed form and payment to me in the CZ at lunch. Seniors need to bring their money and uniform order sheets to me in the CZ after school. Please speak to them about their lack of preparation here and the effect it has on me and the process. They need to be on top of their game (I am specifically speaking to the upper classmen).

Let's make it a great day.

Alise

Alise Cayen, Coordinator, M. Ed.
Reseda Charter High School
Law & Public Service Magnet/ Police Academy Magnet
18230 Kittridge Street
Reseda, CA 91335
www.resedalawandps.com
www.resedapoliceacademymagnet.com
(818)758-3739



From: Cayen, Alise
Sent time: 01/23/2018 11:18:15 AM
To: Auten, Rebecca
Cc: [REDACTED]; Juan Soriano [REDACTED]; Galindo, Andrea
Subject: Early Breakfast needed
Attachments: Woodbury University 2018.docx

Good Morning Becky! I have a class of senior students leaving on a field trip at 8:30 on Friday, February 2. Is it possible to have breakfast for them picked up at 8:00 a.m. that morning so they can eat before they travel? Please advise. I have attached the student list for you.

Sincerely,

Alise

Alise Cayen, Coordinator, M. Ed.
Reseda High School
Law & Public Service Magnet/ Police Academy Magnet
18230 Kittridge Street
Reseda, CA 91335
www.resedalawandps.com
www.resedapoliceacademymagnet.com
(818)758-3739



From: Cayen, Alise
Sent time: 08/21/2018 08:05:45 AM
To: [REDACTED]; Galindo, Andrea; Juan Soriano [REDACTED]
Subject: Course outlines for grade level PT
Attachments: PA PT Level 1 Grade 9 2017.docx PA PT Level 2 Grade 10 2017.docx PA PT Level 3 Grade 11 2017.docx PA PT Level 4 Grade 12 2017.docx

Hi Folks. Save these to your desktop so you can pace yourselves. Use the units as your guide for lessons and guest speakers. :)

Alise Cayen, Coordinator, M. Ed.
Reseda Charter High School
Law & Public Service Magnet/ Police Academy Magnet
18230 Kittridge Street
Reseda, CA 91335
www.resedalawandps.com
www.resedapoliceacademymagnet.com
(818)758-3739

